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Univ. of
California

TO WHOM ADDRESS



THE AUTHOR. Age, 79 Years.

**Not injured by school work. Reason—the use of
systematic physical culture—work on the farm.**

Education *The Old and the New*

SCHOOL MANAGEMENT *The Experience of Half a Century*

By
WILLIAM P. HASTINGS

Published by the Author

BATTLE CREEK, MICH.
1912

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To my Posterity
To my Country and
To my God

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The Training for Good Citizenship

FOREWORD

The author being an enthusiastic advocate of Education for the Masses in all that pertains directly to qualification for good citizenship, desires to promote the interests of the Elementary and the Secondary Schools; and shall regard this little book worth all the effort which it has cost should it prove a stimulus to teachers in their work in these schools.

CONTENTS

		PAGE
PREFACE	- - - - -	11
CHAPTER	I Introductory - -	25
CHAPTER	II Educational Concepts.	
	Historical - -	28
CHAPTER	III More Modern Conceptions	36
CHAPTER	IV The Old and the New	45
CHAPTER	V Genetic Psychology -	49
CHAPTER	VI Apperception - -	57
CHAPTER	VII The Recitation. Its Uses	71
CHAPTER	VIII Incentives to Study -	77
CHAPTER	IX Strict Examination by	
	Testing Required -	83
CHAPTER	X The Teacher's Preparation	
	for Recitation - -	89
CHAPTER	XI Teaching - - -	93
CHAPTER	XII Courses of Study. "What	
	Knowledge is of Most	
	Worth?" - - -	99
CHAPTER	XIII Curricula. Quantity and	
	Quality - - -	111
CHAPTER	XIV The Fine Arts. Science	122
CHAPTER	XV Higher Education for Work-	
	ing People - -	133
CHAPTER	XVI Health. Physical Culture	143
CHAPTER	XVII Gymnastics - -	158
CHAPTER	XVIII Playgrounds - -	163
CHAPTER	XIX Causes for Defectives and	
	Incapables - -	178
CHAPTER	XX Punishments - -	189

Contents

	PAGE
CHAPTER XXI Moral Training. The Old. Some Faults - - -	213
CHAPTER XXII Some of the Old which should have been retained in the New. The Character of Text Books on Reading	219
CHAPTER XXIII The New. The Story. The School Library - - -	227
CHAPTER XXIV The Near New - - -	234
CHAPTER XXV Teachers' Training Schools. Uniformity of Qualifica- tion - - -	250
CHAPTER XXVI Motives of Applicants for a Teacher's Course - - -	258
CHAPTER XXVII Teachers who are of the Right Spirit but too Dif- fident - - -	275
CHAPTER XXVIII The Relation of Subordin- ate Teachers to Principals	281
CHAPTER XXIX Special Qualificatons. Rules for Teachers - - -	287
CHAPTER XXX Summary - - -	296

ILLUSTRATIONS

THE AUTHOR	-	-	-	-	-	-	-	Frontispiece
								Page
FOLK GAMES	-	-	-	-	-	-	-	33
SOCCER FOOTBALL	-	-	-	-	-	-	-	43
STRADDLE BALL		-	-	-	-	-	-	109
ON A HIKE	-	-	-	-	-	-	-	119
TENT LIFE	-	-	-	-	-	-	-	127
ALAN W. HASTINGS	-	-	-	-	-	-	-	141
VOLLEY BALL	-	-	-	-	-	-	-	155
GIANT STRIDE	-	-	-	-	-	-	-	161
THE SAND BOX	-	-	-	-	-	-	-	175
DOMESTIC SCIENCE	-	-	-	-	-	-	-	187
THE MAY POLE	-	-	-	-	-	-	-	211
INDOOR BASEBALL	-	-	-	-	-	-	-	217
ELIZABETH HASTINGS	-	-	-	-	-	-	-	247
A KINDERGARTEN GAME	-	-	-	-	-	-	-	255
SCHOOLROOM CALISTHENICS	-	-	-	-	-	-	-	265
A PLAYGROUND GAME	-	-	-	-	-	-	-	273

PREFACE

That the Wise Man had in mind the "many books" that have been written on pedagogy when he wrote the twelfth verse of the twelfth chapter of Ecclesiastes, I do not pretend to assert; but could this have been true, he would probably have felt that he should have placed more emphasis upon his statement. Hence it is with some hesitation that I have complied with a request to offer my views upon this much discussed subject. I should not do so now if I had theory alone to offer, but half a century spent as a teacher is my apology for giving some hints from my experience.

I am truly thankful that we have had in the past half century so full a discussion of the subject. We lack a great deal,

Preface

✓ however, of having reached perfection in the art of teaching.

I have been helped greatly in my profession by the careful study of Page's Theory and Practice, Holbrook's, Raub's Ogden's, White's, McMurry's, MacVicar's, Northend's, and Harris's writings on Pedagogy, as well as a number of works on Psychology including Comstock, Herbert Spencer, DeGarmo, James, and Harris. Like others, I have had my preferences among authors. James's Talks to Teachers and Dr. Harris's writings seem best adapted to Child Study. As to Comstock, he discusses the subject philosophically but lacks in the profitable discussion of genetic psychology. Herbert Spencer's work is profound in its logic and practical in its application, as is also DeGarmo's, especially in the discussion of apperception, or induction and deduction as

Preface

applied to practical school room work.

I may be pardoned by the reader for quoting so frequently from these and other authors, as they have influenced me in my school work to so great an extent that I attribute whatever success I may have had to having followed their advice.

The discussions of the subjects presented in this book are not intended to apply to such an extent to institutions for a Higher Education as to the primary and the grammar schools, the schools for the common people.

That there exists a pressing need of some changes in our common schools is indicated by the following which appeared in one of our late magazines:

"REMARKABLE INDICTMENT OF OUR PUBLIC SCHOOLS.

" 'Probably nowhere can the general effectiveness of our public schools be so

Preface

well gaged as at the government academies at West Point and Annapolis,' remarks Col. Charles W. Larned, of the Military Academy, 'since their candidates are drawn from every Congressional district of every State and Territory of the Union, and largely from the class of citizens who send their children to the primary and high schools supported by the States.'

"Applying the results of this year's (1909) entrance examination at West Point as a measure of our public school efficiency, Col. Larned reveals a most depressing condition of affairs.

"Out of 314 who took the examination, 265, or 84%, failed in one or more subjects; 209, or 66%, failed in two or more subjects; while 26, or 8%, failed in everything. The subjects in which candidates are examined are: elementary algebra through quadratics; plane geometry; English gram-

Preface

mar; English literature and composition, (very elementary); United States history, (high school); general history, (high school); geography, descriptive, (common school).

"The minimum mark allowed is 66% out of a possible 100. To quote further from Col. Larned's paper, which appears in the North American Review for September:

"Examining the failures by subjects, it appears that 154 failed in algebra, 49%; 237 in geometry, 75%; 129 in grammar, 41%; 144 in composition and literature, 45%; 73 in geography, 23%; 54 in history, 17%.

"Out of the 314 examined mentally it appears that 295, or 93%, have been educated in public schools, and that the average number of years of attendance in these schools was 9 years, 11 months. Separating this into primary and secondary

Preface

attendance, we find that the average attendance in high schools was 3 years 3 months; and in grammar schools 6 years 8 months.

“One hundred and three candidates had private schooling wholly or in part; 135 had college education of one year or more; 189 studied the classics. Of the 135 who had gone so far as a college education of one year or more, 82 failed to enter. Eighty two failed and were rejected on physical examination, and 18 were placed on probation; making a total of 100 physically defective.

“That 314 youths, nearly all trained in our costly public schools, with an average of almost ten years attendance supplemented in the case of one third of their number by private schooling, and in case of 43% of college training, should show 84% of failure and the various

Preface

deficiencies analyzed above, is surely a state of affairs that should make the judicious grieve and our educators sit up and take notice. That about 30% of these lads were physically unfit, is, perhaps, the most serious feature of the exhibit.

“It will be noted that the weakness of the school system here demonstrated is by no means a function of locality or peculiar to the younger and more sparsely settled regions. It is universal. An inspection of the table of failures by States shows that New York had 29 failures out of 37 candidates; New Jersey, 5 out of 8; Pennsylvania, 11 out of 17; Massachusetts, 16 out of 22; Ohio, 10 out of 14; Illinois, 10 out of 12; while Iowa had but 4 out of 8; Minnesota, 3 out of 6; Tennessee, 1 out of 5; Kansas, 6 out of 9; Nebraska, 3 out of 5.

Preface

"The number of mental failures in some cases is greater for the reason given above that these figures show only failure to enter.

"The results,' says Col. Larned, 'indicate a weakness in our methods of instruction which must result in a vast waste of time of a great portion of the student body;' and he emphasizes his argument by citing a number of shocking examples from which we select the following for quotation.

" 'F.' from New Jersey, had been ten years in grammar school. He made in algebra, 33; in geometry, 15; in grammar, 36; in composition and literature, 46; in geography, 52; in history, 52;—failing in everything. He was under the impression that the Seine is in Northern Russia, the Ebro in Western France. He misspelled many words, as, 'orbet', 'gess'

Preface

'orther', 'cival', 'barbarious', 'cural' (for cruel), etc. He conceived Rome as embracing 'all of the Holy Land or Jerusalem,' and of Feudalism, as 'one family making war on another in their castles'; of the War of Roses as between Cromwell and the King; of the reformation as 'the changing of the people from the evil ways to a more Christian way of living.' He is severe on the Inquisition, which he reprobates as 'barbarious methods resorted to in order to try a person's religion. These methods were very cural.' As to the causes of the war for the Union, he judges that 'slavery was the main aggitation. So Carolina done most of the disputing and finely ceceded'—which cannot be gainsaid. His grammar is no less original in conception. 'If is an infinitive. It give ground to make the sense possible and if removed causes to be inoperative.'

Preface

“ ‘M.,’ a young man from Mississippi, of good family, after eight years of mental effort—five in grammar school—and three in the high school—made a clean sweep of everything. In a buoyant flight over the fields of general history, he finds Athens and Sparta on the ‘Tigress.’ His memorandum of the Spanish Inquisition is a model of succinct statement; ‘Spanish King tried to make every one join the Catholic Church, but they protested against it and it was carried as planned by the King.’ In geography, he is without bias or partiality. Cape Cod is assigned to the eastern coast of North America; Lookout to the northeastern coast of Brazil; Hancock to Japan. The Ganges goes to South America; the Ebro, to Austria; the Seine, to England; the Dneiper to Canada. Hong-kong does duty as the capital of Japan—a singular suggestion. Cuba settles west

Preface

of the Philippine Islands, with Hawaii just north; while the Kongo river, disgusted with the performance of his Belgian Majesty, flees sadly to China.

Says the writer in conclusion:

“Thirty per cent of physical deficiency in our youth is a condition of our civilization which may well give concern, more especially in view of the increasing tendency of population to urban centers. What are we going to do about it? and if so, what does an educational system amount to that shows this percentage of deficiency in its output? If education is concerned with mental development alone, it is fair to ask:

“If 16,596,503 boys and girls, taught in our public schools at a cost of \$376,996,472, average no better in intellectual attainments than is evidenced by the foregoing, does the result justify the out-

Preface

lay and the ten or more years' apprenticeship of youth it demands?"

The foregoing statement by Col. Larned seems to relieve me from the necessity of further apology for the expression of radical opinions on education. Having deferred the publication of my book for three years I find that many changes have been made in our public schools since I wrote the book, changes for the better, I believe, so that at this writing some of the suggestions contained herein may not seem applicable.

The author of this volume has deemed an agreement in judgment among educators of greater importance than the mere expression of his individual opinion, however matured by experience. He has therefore quoted freely from others who have had like experiences and who have likewise given much study to the subject.

Preface

If a book is worth writing it should effect a purpose. In order that it should do so it should be convincing in its application of principles and truths. As "In a multitude of counsellors there is safety" so also is there effectiveness in the agreement of counsellors in regard to what should be done for the betterment of humanity. Therefore the author has called many credible, unimpeachable witnesses to his aid by quoting their opinions.

The maintenance of good health in childhood and youth is important. Schools should promote rather than injure health. Some space has therefore been allotted to the consideration of the subject. The illustrations in relation to it are interspersed throughout the book. Hence, some of them may not be found contiguous to the subject as considered mainly in Chapters XVI, XVII, XVIII and XIX.

Preface

It is to be hoped that they may be suggestive of better school methods in relation to health.

WM. P. HASTINGS.

July 31, 1912.

CHAPTER I.

INTRODUCTORY.

The proper training of the citizens and youth of our country is of such importance and has such immense possibilities that not only the teachers of our public schools should study educational works but also those who direct, and so control any part of our educational system. The latter class, that is the [school officers and committee men regarding works on pedagogy as mere helps for the inexperienced teacher, sometimes think it beneath them to study such works. They fear perhaps that to keep them in their private libraries might lower their dignity or weaken their influence as professional men.

Their duty is to so qualify themselves that they can intelligently use their in-

Education—The Old and the New

fluence toward rendering our elementary schools more efficient. Indeed, all professional men and women everywhere should not only take an interest in but also apply themselves to the study of pedagogy and its related sciences.

The investigation of the interests involved in the management of our common schools is not limited to the foregoing classes. But as by far the larger number of the children are educated in schools supported by the taxpayers and conducted under the control of laws enacted by our legislative bodies it becomes the duty of *every good citizen*, of *every voter*, to examine carefully the educational works which are intended particularly for the instruction of inexperienced teachers. By the term 'educational works' is meant not only the books but also educational periodicals.

Education—The Old and the New

It might naturally be assumed that all fathers and all mothers would be sufficiently interested to induce them to seek diligently to learn all that could be known of child study. Is this true? Rather do they not usually look upon the training of the young as the business of the teacher and so relegate to the school much of what should belong and *does* belong to the province of the parents? The principles involved in the teacher's proper work are equally applicable to the parents' work. Hence the importance to parents of keeping themselves thoroughly well informed upon the subject.

CHAPTER II.

EDUCATIONAL CONCEPTIONS. HISTORICAL.

China claims priority in the establishment of an educational system. This claim is probably correct. At least it cannot be disproved. Chinese education is historically important to modern educators because of its having changed so little through the ages. It is interesting as showing the general trend of all peoples in the early stages of the development of their systems of education. The legendary has been assumed as the groundwork for history, and upon this basis has been erected such educational systems as we now have.

With the Chinese, the principle upon which all else depended was the cultiva-

Education—The Old and the New

tion of conventional etiquette; especially a certain formal respect of sons for their fathers. This finally developed into the ancestor worship of the present day. The Egyptians too adopted similar ideas. For the purpose, most likely, of perpetuating the memory of their fathers and of their kings, more especially, architecture of a substantial style was developed through the planning and erection of monuments, some of which are still in a good state of preservation. The Chinese were probably interested also in architecture but built as they now build in a less durable style. The Greek architecture, so famous for its graceful lines and for having pressed into its service the noble art of sculpture, was in its earliest stages the outgrowth of the Egyptian, through the Phœnicians. It is generally believed that not only these branches of art but also other æsthetic

Education—The Old and the New

culture was introduced in this indirect manner.

At the time of the migration of the Phoenicians, however, Egypt cannot claim that she had anything worthy of being called literature, as the oldest inscriptions consist almost exclusively of crude drawings of objects, principally animals with which the people were familiar. These hieroglyphics served either directly or as symbols to record events, until their ingenuity developed these signs into a system which could be called an alphabet.

During the four hundred years of the captivity of the Israelites, they had learned something of Egyptian civilization, for Moses had been educated in all the learning of the priests, the magicians, and the soothsayers, who were regarded as the "Wise Men" of the nation.

The Egyptians originated the first sys-

Education—The Old and the New

tematic alphabet intended to be on a phonetic basis. The Greeks improved the alphabet and developed a superior literature much of which has been incorporated into the warp and woof of our higher education of modern times. Of the two branches of the ancient Greeks, the Athenians have contributed much the larger part to modern civilization. They developed philosophy and the fine arts while the Spartans cultivated their physical well being and their martial proclivities.

Rome, through her emulation of the Greeks, resolved by Spartan courage and Athenian philosophy to become mistress of the world. Her ambition was turned to good account. It resulted in the extension of Greek culture which received further development.

After Rome had reached the goal of her

Education—The Old and the New

ambition, however, Christianity modified her advancement in letters. On account of the decadence of her dominance as a nation, monasticism assumed control of the literature of the period with the purpose in view of promoting piety. Then came the Renaissance during which period the Classics were developed.

In our modern times more of the practical, more of the utilitarian, is in demand. Hence our conception of a system of education is that it should develop the human powers both intellectually and physically so that through the character forming process it should be conducive to good citizenship.

"It is easy to find fault," is a very clearly enunciated proverb. Hence, as might have been expected, many of our best writers have called attention to the faults of the educational systems prevalent



FOLK GAMES.

Games like this promote habitual gracefulness in manners.

TO THE
LIBRARY OF
CONGRESS

Education—The Old and the New

at the time of their writing. This showing has been followed by helpful suggestions of better methods for training the young. As the method of treating the subject has the merit of having caused great changes in the educational processes which are universally acknowledged to have been improvements upon ancient and now obsolete methods, it is fair to presume that much may still be done to give greater efficiency to education.

CHAPTER III.

MORE MODERN CONCEPTIONS.

A pendulum dropped from the extreme limit of its arc does not stop at the lowest point because it has gained sufficient momentum to send it upward until it reaches almost the height of the point from whence it was dropped. So it has been, in some cases, when educational reforms have been introduced. Supposed reforms become "all the rage" among some teachers for a time. Teachers vie with one another in endeavoring to "keep abreast of the times" until some of them reach the opposite extreme. The next reaction is to tone down to a sensible mean.

The "Schoolmaster" of our forefathers

Education—The Old and the New

“kept school” from eight to ten hours a day, teaching each individual pupil without grade or class. This method of “keeping school all the day long” was found to be impracticable and even damaging on account of the confinement of the children for so long a time each day.

Then it was found that the same teaching might be given to a class of the same or nearly equal attainments in the same time that it had been given to each one separately. So classes and grades were established.

Then the period of the daily session was gradually shortened and has continued to be shortened until in many places the school day now lasts from 9 A. M. to 3 P. M. only, one hour being taken from this time for noon lunch.

The number in each class has been increased from time to time until it has

reached forty to fifty in a class. It is to be hoped that the pendulum will shorten its arc.

We now have the grades subdivided, which is a great improvement over "the iron bedstead" method into which we had drifted. This method of grading and promoting, (now happily in the past in most schools,) was to continue the pupil in the same grade for one year. Then if upon formal examination the pupil "passed" in every study, he entered the grade next above the one from which he had passed. If not passed he must remain in the same grade another year. At the present time fortunately examinations and promotions are more frequent, the proficiency of the pupil in the daily recitation being a prominent feature of qualification for promotion.

The subdivision of grades places pupils

Education—The Old and the New

more nearly of equal capacity in the same class. This is a very important matter so far as the advancement of the pupil is concerned.

Under the old *regime*, (the extreme limit of the swing of the pendulum,) the writer has observed, in some cases, that but two or three members of a class of forty or fifty, recited well while the remainder were inattentive. It may be assumed that this was the fault of the teacher; but she had so much more work planned and apportioned to her by "the higher powers" that she seemed driven to this method as a necessity. Be this as it may, the fact remains, for it still remains in some localities, that these listless members of a class lose all interest in the subject under consideration and soon become incapacitated for further study. When the basis upon which depends the ac-

Education—The Old and the New

quisition of future presentations of the branch pursued fails to be understood, further progress becomes impossible.

There is a hopeful growing public opinion that means should be provided for the teacher to give more personal care to individual pupils than is now given in the several grades. Coaching by teachers employed for this purpose only, has been proposed, but this seems objectionable because of the difference both in personality and in the methods of instruction which would be found to exist between the "coach" and the class instructor. A teacher should study each individual member of a class in order to be successful. To do this the same teacher must have the pupil under care both during the period of recitation and through the study hour, and be accessible, at the proper time, to allow the pupil the privilege

Education—The Old and the New

of asking questions. This demand for more individual attention to pupils *must be met and granted in the near future*, even if double the number of teachers are employed. Then will the dishonest cramming for examinations be abolished; then the honest every day work of the pupil will become the test of capability and fitness for promotion instead of the too common method of special preparation for examination to which the sin of "cribbing" has been added. By this method superficial attainments become rare, and thoroughness, the key to real advancement in study of every kind, will be promoted.

After some investigation it was discovered by the same class of educators that cruelty was being practiced by requiring pupils to sit half a day at a session upon ill assorted, poorly constructed seats.

A short interval between the opening

Education—The Old and the New

and the closing of the forenoon and the afternoon sessions was then instituted. The writer has found by carefully testing the method, that a shorter interval given every hour is much better still, both for the pupil's health and for his mental work. It is very unfortunate that in some of our large cities the rest interval except for lunch is being dropped altogether. It is found inconvenient to dismiss from a third or fourth floor of a school building; but it may yet be found, on account of danger from fires, that a third or fourth floor is not a safe place for schoolchildren. Then the recesses or times of recreation may be restored. It is said that "history repeats itself." So with school methods. They too seem to move in cycles. It is to be most devoutly hoped that in the future as in the past they may be upward in their tendency.



SOCCER FOOTBALL.

This game is considered safer than Rugby. It may become a compromise between the opposers of Rugby and those who are not willing to give up football as a game.

TO THE
AIRBORNE

CHAPTER IV.

THE OLD AND THE NEW.

In discussing the Old and the New, while it will be conceded at once that the improvement made upon the Old has been of immense importance in both the methods of imparting instruction and of the curricula, yet much of the Old might have been profitably retained, as the author will attempt to show.

The mistake of our forefathers consisted principally in expecting too much of the child. (Is not this a modern fault also?) Therefore in the preparation of the course of study the material presented was far beyond the child's understanding capacity. The methods, of necessity, were adapted to the principal error. If the

Education—The Old and the New

child failed to understand the lesson, as he almost always did, his delinquency was supposed to be on account of his stubbornness. He must get the lesson even though the teacher was convinced of his lack of capability. Then followed the memorizing of mere words, the pupil giving very little heed to the explanation, if any was made of the meaning. This is very properly termed the "Memoriter System" by Prof. Holbrook. Advancement in education was then under the compulsion or force method. Hence the popularity of the use of the rod, the ferrule and the dunce-cap in those days. Thus it may be seen that a single mistake lying at the base of a system of education is the source of many difficulties which otherwise would seem inexplicable.

The lads of unusual mental capability pulled through their tasks, some of them

Education—The Old and the New

attaining excellence in their qualifications sufficient to fill positions of great responsibility and so to discharge their arduous duties as to leave their names inscribed on the roll of honor on the pages of history. George Washington, Thomas Jefferson, the Adamses, and many others of our countrymen might be mentioned as belonging to this class of unusually bright intellects who were doubtless capable of understanding with little trouble what seemed so difficult to the mediocre. It may be observed here that the wheels of progress in better methods of education have been somewhat clogged all along by a wrong conception of the capabilities of the average child. The writing of text books for children has usually been done by our most talented men. Who so capable as they? Yet they too often have made the mistake of measuring the capabilities

Education—The Old and the New

of the average child by the memory of their own childhood, and so have blundered by making the ascent in the grade of the average pupil too steep. Much improvement has been apparent in this respect within the past quarter of a century.

An excellent rule to be observed in regard to the Old and the New is not to discard any part of the Old because it *is old* nor adopt any part of the New because it *is new*.

CHAPTER V.

GENETIC PSYCHOLOGY.

Much has been written upon this very important subject, psychology, and much has been taught in the normal departments of our universities, but after much investigation, the writer regards James's Talks to Teachers of more value to the beginner in the profession of teaching than any work on psychology with which he is acquainted. The teacher needs not only the knowledge of the constitution and trend of the child's mental activities but also the proven capabilities and susceptibilities of its mental endowment, in the practical development of the same.

Outside of the psychological teachings of Doctors Harris, James, McMurray, De-

Education—The Old and the New

Garmo, and Herbert Spencer, we find little of practical value to the young teacher.

The experienced teacher finds that it is necessary to follow carefully the trend of the child's mind, adapting to the degree of its development, from time to time, the helps to generalization by questions and other devices as the child reaches its points of deduction somewhat after the Socratic method.

It is well enough to show the different stages through which the boy passes during childhood and youth; that he reaches the "Big Indian" stage at or about a certain age, etc., but it is of far greater importance to the young teacher to be instructed in regard to her duty in the training of the child during the different periods of its development. Some well educated people leaning upon certain psy-

Education—The Old and the New

chological fads seem to attach a sort of fatality to a child's acts. They assume that he *must* pass through those psychological stages and do all those things that seem so unmanly and semi-barbarous because he *must*. The old method for the expression of the same idea was, "O, he is just sowing his wild oats," forgetting the wise teaching given long ago, "Whatsoever a man soweth that shall he also reap." It is vain to attempt the hair-splitting argument that the word *man* being used here instead of *child* should make this maxim inapplicable, for in childhood and youth this great principle is even more applicable as experience has proved to all observing teachers. Another ancient teacher who has always had the reputation of having been a wise man, wrote as a maxim for all mankind for all ages of the world: "Train up a child in the

Education—The Old and the New

way he should go and when he is old he will not depart from it."

One of the "go as you please" class of readers may say: "O, he is so full of animal spirits that he must give them full play." True in a sense but *he must be given training in the use of his energies* or the consequences will be anything but desirable. *With training*, his energies may become profitable not only to himself but also to those among whom his life is to be spent.

A beautiful meandering brook passes through a valuable meadow and, on account of its tortuous course, causes much damage to the owner. What is to be done? The answer is obvious. He has but to give it direction by making channels through which it may pass harmlessly on its joyous way.

A child allowed to have its own way is

Education—The Old and the New

like a vessel at sea without a rudder drifting toward a rock. As it grows older it becomes more determined to have its own way in all things and resents the application of the rudder. Nevertheless the old proverb remains true: "Those who will not be ruled by the rudder will be ruled by the rock."

It is universally agreed that childhood is the period for forming habits. They *are* formed at this time whether bad or good. If bad habits are allowed, or, what is the same thing, are treated with indifference and as of no consequence, they become irrevocably fixed. The youthful liar becomes a dishonest man, the thief; hence the undesirable citizen. On the other hand, if the child is so taught that he is willing to have his mother for his *confidante*, being always truthful and obedient during childhood and youth,

Education—The Old and the New

manly habits are formed which make him the very soul of honor. In short, his habits make him the desirable citizen of the kind which is to give stability to the Nation.

Luther Burbank says, "Culture results in growth. Education is to man what cultivation is to the plant—growth. There is this difference, however, as man is a rational being with natural powers which are to be guided by his will, both power and will are so directed by the culture of education that they produce a powerful controlling principle which is usually termed 'habit.'"

The summing up of the whole subject of child training is well given in a paper read by Mr. Chancellor at Los Angeles, Cal., to the N. E. A. and found in the Report for 1907, page 220.

1. "Physical power is shown by feats

Education—The Old and the New

of strength, agility, and by skill in various mechanical arts.

2. "Mental power is shown by thought culture, through investigation of phenomena, and through reasoning upon the causes and effects connected therewith; as well as all rational action of the mind of whatever character.

3. "The power of mind with respect to morality is directed to social relations, particularly, and recognizes the equal right of others with ourselves to the enjoyment of all that we may desire to satisfy our aspirations for temporal, intellectual and spiritual blessings.

4. "Power conferred by the intimacy permitted us of enjoying God's approval of our attitude toward Him and His reciprocating attitude toward us, enables us to use all our powers, physical, mental and moral so that we can glorify Him

Education—The Old and the New

in our bodies and in our spirits which are His, and live a life of Christian consistency, taking for our model the life of Christ who is our perfect example."

These principles, comprising as they do, the basis of all true education, what good, patriotic citizen could conscientiously oppose the teacher in using all proper means for the development of the ideal man as indicated in these basic principles?

Habit is the only means by which all these powers can be utilized. Hence it is of infinite importance that right habits should be cultivated, wrong ones inhibited and weeded out among the children and youth attending our schools.

CHAPTER VI.

APPERCEPTION.

Much has been said by psychologists and writers on pedagogy about the importance of attention. Too much emphasis has not been placed upon this attitude of the mind. The thoughtful teacher will recognize that the very first step in mind activity *must* be attention. No percept can be formed without it, consequently, no mental activity can exist prior to it. The teacher's opportunity then is the recitation. If she has her mind and heart stimulated by enthusiasm for the work by a careful study of the lessons which have been assigned, by the study of the pupils who are to be taught, and is wide awake and conscientious, she will

Education—The Old and the New

have little trouble in securing the attention which is so necessary to the acquisition of knowledge and indeed to all mental development.

Concentration may be said to be a combination of two psychic principles, attention and will, or, in other words, attention intensified by the force of the will. Concentration cannot be effectively exercised in study except under certain conditions, the most important of which is that the mental process must be centered upon the point under consideration and upon that point alone.

When a child has been crowded through the grades by the cramming method he reads with difficulty and cannot read understandingly; and while he has gone through his arithmetic he is unable to solve the easy, everyday problems which enter into household expenses; knowing

Education—The Old and the New

nothing of the application of his supposed attainments in mathematics although he can solve problems in square and cube root; provided that the one which is solved in the book is given him.

The method of cramming into the memory the details of subjects merely for the purpose of causing the pupils to be able to answer expected formal questions used in examination so that they can pass to the grade next higher is time worse than wasted. It is dishonesty of such a character that it should bring immediate punishment. As it is now practiced it will be surely found out ultimately and react upon the teacher who practices it and the punishment will be the teacher's final overthrow.

Many writers on pedagogy have with propriety urged thoroughness as a necessary requisite for scholarly attainments. Young teachers sometimes misapply the

Education—The Old and the New

intended meaning of these instructions supposing that thoroughness means that the whole subject of arithmetic or English grammar, for instance, must be forced into the child's mind as soon as possible. So they resort to the process of cramming as the quickest possible method for making the child thorough. Arrest of development is the consequence, of course. As well might one attempt to force a rose to bloom by endeavoring to open a rosebud. Cramming, or the teacher's habit of compelling the child to memorize definitions either partly or wholly unintelligible to it, is destructive to the most important psychological principle needed in the process of true education—*self-activity*. Thoroughness must be insisted upon only so far as the child is capable of *understanding* the subject taught. This involves the very important corollary

Education—The Old and the New

that all intellectual culture in the *elementary or fundamental principles* of a science must be permanently fixed in the memory. It must be remembered, however, that this is a very different proposition from that of memorizing words. The fundamental *idea* being thoroughly comprehended it is comparatively easy for the child to make real progress and that without so much of the teacher's help to cause it to understand the instructions found in the text book. The child's self-activity in pursuing its school course should, at all times, receive encouragement from the teacher. The oft recurrence of the questions, "Why is this?" or "What is this for?" should receive, as far as possible, satisfactory answers from the teacher. The self-activity which promotes investigation into causes and effects leads up to the very highest pinnacle of rationality

Education—The Old and the New

and, if rightly guided, leads up to the great First Cause of all phenomena and to the only true happiness for immortal beings.

The reader, if an experienced teacher, has met with pupils who seemed dull in their studies but intelligent enough on the playground. This has caused her to believe perhaps that such pupils were simply lazy and perverse when the real cause was attributable to a great extent to a lack of thoroughness in the preceding work done by the pupil.

Care should be taken that a pupil's advancement in reading should not be faster than his ability to call the words at sight readily and to read understandingly. Otherwise he contracts all the bad habits which cause poor reading.

Two requisites are needed in teaching arithmetic; first concrete problems should

Education.—The Old and the New

be interspersed freely among the exercises. This may be done to advantage by using what is usually termed "mental arithmetic." In order that the reasoning faculties may be effectively cultivated oral analysis should be required, as it gives a mind-habit of great value in pursuing other studies. The logical steps in analysis as given in Robinson's *Intellectual Arithmetic* and in Holbrook's *School Management* have been found by the writer the most profitable in cultivating the reasoning faculties, of any that he has used.* He has usually stripped them of some of the verbiage given in the form of analysis but has retained the distinct logical steps which are not unlike those used by both ancient and modern logicians.

*Note—To illustrate: (1) 12 is $\frac{3}{4}$ of what number? (2) 12 is $\frac{3}{4}$ of 7 times $\frac{1}{6}$ of 12. (3) $\frac{1}{6}$ of 12 is 2, and 7 times 2 is 14. (4) Therefore 12 is $\frac{3}{4}$ of 14.

Education—The Old and the New

Secondly, the four fundamental operations of arithmetic should be practiced until they become almost automatic. In other words, the learner should become so skilful in their use that no mental effort is consciously used in the mere addition, subtraction, multiplication or division in the solution of problems. The pupil may be solving a difficult problem in percentage and may, and probably *will* need to concentrate his mental powers wholly upon that which to him is a new subject to be learned. He first studies his problem; then, after devising a practical plan of procedure, takes a course which he believes will lead to success and which would do so, in most cases, but when his previous training has been lacking in thoroughness, he fails. He fails because his mind has been diverted from his straightforward course in carrying out his plan, by the

Education—The Old and the New

simple effort of taxing the memory for the product of 7 by 9 or some such trivial deficiency in his early training.

This rather elaborate discussion of the subjects, reading and arithmetic, has been used merely to illustrate the need of thoroughness in primary training and is equally applicable to all the branches of elementary education.

The writer recollects of having been waited upon by a deputation of lady teachers immediately after completing an examination of teachers for the public schools of the county of which he was then the school superintendent. These ladies claimed that the examinations were unreasonably difficult. The lady who had been selected to do the talking said: "Why Mr. Hastings, if you would only ask us questions in Pinneo's grammar we could answer 'em all from cover to cover; but

Education—The Old and the New

you give us parsing and the correction of errors and I never did know anything about parsing; and besides I don't see what that has to do with grammar anyway." Of course, the cause of the trouble in this case is plain enough. These ladies had been educated (?) in English by the method commonly called the cramming process. They did not succeed, however, in changing the method of conducting examinations. They continued to be conducted upon the same general principles.

It is too often assumed by the teacher that a pupil who recites poorly is either lazy or indifferent, and being of a supposed evil disposition, he is treated harshly. It may be that the teacher is sometimes right in coming to such a conclusion, but it is far better to give the culprit the benefit of the doubt until careful investigation reveals the real cause of the delinquency.

Education—The Old and the New

The writer had a pupil many years ago who had failed to advance in his school work until he had reached the stature of manhood, while his classmates were little boys and girls averaging in size, age and literary attainments the fourth grade pupil of today. This young man had been told by his parents and his teachers, and even by his brothers, that he could never become a scholar. He had been ridiculed by his schoolmates until he had become convinced of his utter incapacity. The writer had visited the school of which he was a member and had seen him abused by his teacher. Afterward when the writer took charge of this same school, he determined to put a stop to this abuse. A confidential talk with him revealed the fact that he was not dull nor evilly disposed but simply discouraged. He was assured of his teacher's confidence

Education—The Old and the New

in him and of his willingness to assist him in making an effort to rise. The result was surprisingly gratifying. From this time on he advanced more rapidly than did his brothers, and he is now, 1912, a modest but intelligent member of society and a good citizen in every respect. He has an elegant and comfortable home and has not in any sense acquired his wealth by fraud. His neighbors say of him, "He is honest," "His word can be depended upon," and other like encomiums which any good citizen should value more than the emoluments of office.

In addition to thoroughness as a requisite for rapid advancement in school work, the other incentive promoting such advancement is that of causing the pupil to believe in himself sufficiently to strengthen his will, to such an extent, that all his powers shall be brought to bear upon the

Education—The Old and the New

course of study necessary to prepare for a life of usefulness. To cultivate and strengthen such an ambition is a duty, nay, it is more than a duty, it is a blessed privilege.

Attention and will power then are the two principles which give force to the culture of the intellect. The right direction must be given to these faculties in early life by both parents and teachers if best results are attained. But suppose the parents are ignorant or are not disposed to take the time and trouble thus to train the child's mind. Then the greater responsibility rests upon the teacher. To those who shrink from assuming a responsibility so great and who feel that their efforts would fail the writer would say, if you love your pupil he will in most cases love you. So regarding you as a friend he will most probably sub-

Education—The Old and the New

ordinate his will to your will. Then will his attention be secured so that it will become a habit so fixed that he is not only teachable but also tractable so far as right conduct is concerned. These considerations so gratifying to the teacher should become incentives sufficient to induce her to persevere in her efforts in this direction with unflagging energy.

CHAPTER VII.

THE RECITATION. ITS USES.

The purpose of the Recitation is to ascertain what the pupil knows about the topic under consideration and to supply whatever deficiency may be apparent.

The latter part of the period allotted to the recitation should be devoted to giving pupils information in regard to the best method of preparing the lesson assigned for the next recitation. When this preliminary instruction is omitted much time is wasted by the pupil in the effort to ascertain what is intended to be taught. Preliminary instruction is of such importance to the practical and thorough advancement of pupils that it demands the teacher's most careful consideration. The reason-

Education—The Old and the New

ing process is impossible without a basis for deduction, and reasoning from analogy is one of the easiest and the best methods of arriving at correct conclusions.

As an illustration of the utility of habituating the student to mental development by reasoning from analogy, or, "From the Known to the Unknown", as our authors on mental science used to term it a half century ago, the writer recollects a special application of this principle to a class in algebra. He had been substituting numerical values in algebraic expressions to show the identity of the practical and the universal. The subject was reciprocals, zero powers and negative exponents. The preliminary instruction had been hurriedly given and the class dismissed. At the next interval for recreation, two ladies of the class requested him to give the usual numerical

Education—The Old and the New

explanation. The following table was evolved showing the analogy through giving the extraction of roots by division by the assumed common factor from the highest power given, on downward through the zero power and still downward through those affected by negative exponents.

The completeness of the comprehension of the principles involved proved to be of great value in the subsequent progress of the class.

The following table is the one to which allusion has been made:

Education—The Old and the New

Put $a = 2$

Then $\frac{a^5}{a} = a^4 = 2^4 = 16$, whose reciprocal is $\frac{1}{16}$	whose reciprocal is $\frac{1}{16}$	$\frac{1}{16} = 16 = 2^4 = a^4$,
and $\frac{a^4}{a} = a^3 = 2^3 = 8$,	"	" $\frac{1}{8} = 8 = 2^3 = a^3$,
" $\frac{a^3}{a} = a^2 = 2^2 = 4$,	"	" $\frac{1}{4} = 4 = 2^2 = a^2$,
" $\frac{a^2}{a} = a^1 = 2^1 = 2$,	"	" $\frac{1}{2} = 2 = 2^1 = a^1$,
" $\frac{a^1}{a^1} = a^0 = 2^0 = 1$,	"	" $\frac{1}{1} = 1 = 2^0 = a^0$,
" $\frac{a^1}{a^2} = a^{-1} = 2^{-1} = \frac{1}{2}$,	"	" $\frac{1}{2} = \frac{1}{2} = 2^{-1} = a^{-1}$,
" $\frac{a^1}{a^3} = a^{-2} = 2^{-2} = \frac{1}{4}$,	"	" $\frac{1}{4} = \frac{1}{4} = 2^{-2} = a^{-2}$,
" $\frac{a^1}{a^4} = a^{-3} = 2^{-3} = \frac{1}{8}$,	"	" $\frac{1}{8} = \frac{1}{8} = 2^{-3} = a^{-3}$,
" $\frac{a^1}{a^5} = a^{-4} = 2^{-4} = \frac{1}{16}$,	"	" $\frac{1}{16} = \frac{1}{16} = 2^{-4} = a^{-4}$.

Education—The Old and the New

This table is quite simple to the mathematician who has already mastered the subject, and with the explanation the teacher can give it becomes easy to be understood by the learner.

Some educators lay down a hard and fast rule however, "Never tell a child what it can find out for itself." Such an inflexible rule is well meant, certainly, being intended to control the teacher in the strict observance of the excellent method of educating by the drawing-out process rather than by the pouring-in method. It certainly is a great mistake to attempt to educate by filling the mind with knowledge without bringing it into activity, the pupil being merely a passive recipient of the information imparted. Extremes in either direction should be avoided. But for a teacher assigning a lesson to say, "You may examine the

Education—The Old and the New

next six pages," or, "You may study chapter ten for the next recitation," without a word of explanation would be about as satisfactory to a class as the directions to a traveler would be if, upon inquiry, he was told to "Keep on in an easterly direction," without giving directions in regard to distance and as to what objects might be seen on the way. Care should be exercised by the teacher, however, not to tell too much; not to go into details which could be obtained by the pupil's own effort; but rather to excite interest sufficient to cause him to become eager to investigate further the work under consideration.

CHAPTER VIII.

INCENTIVES TO STUDY.

Incentives to study by giving prizes are very properly condemned by most writers on pedagogy. The writer of this little volume has, however, practiced for many years what may be termed an artificial incentive by exciting emulation sufficient to cause the pupil to value his class standing. This method has effected the object sought, good recitations and consequently satisfactory progress. When it is stated that this is the record system some may pooh! pooh! and say at once: "It is all humbug; a mere form, I have seen it used where the pupil gave his own report of his estimation of his merit; it is but a sort of training in the art of lying,"

Education—The Old and the New

etc. The writer has seen this self-reporting plan used and does not approve of the plan. There is, however, a more business like method and one which is certainly more accurate. It is this:

At each recitation a student secretary stands at the blackboard and records the teacher's decision upon the merit of each pupil's exercise in the recitation. In order to save time each member of the class is known by his number on the school register as well as by his name. When the class is called the secretary goes to the board, at once, and writes in a column the numbers representing the names of the members of the class. As the recitation proceeds the secretary writes the result of each pupil's effort immediately following the number which stands for the name of the pupil then reciting. This is recorded, not in words nor in per cents but in the

Education—The Old and the New

single figures, 0, 1, 2, 3, 4, and 5; 0, means failure; (working under this method this very rarely occurs;) 1, means very poor; 2, means poor; 3 means fair; 4, good, and 5, excellent or perfect. These merits may be marked more accurately by writing $1\frac{1}{2}$, $2\frac{1}{2}$ etc., but no other fractions except $\frac{1}{2}$ are needed nor are any other desirable. Someone may ask: "Why not use the letters, A, B, C, etc., as found in the Monthly Reports used in some cities, or the initials, E, G, F, U, as in other cities?" The writer believes that these last named methods are better for Monthly Report Cards than the old style percent Reports because they show plainly to both pupils and parents the class standing reported. The six-figure plan, however, is equally easy of interpretation by the pupils and is much more convenient and accurate as a *class* record. The system is easily

Education—The Old and the New

translated into any of the report card methods and is susceptible of being averaged so as to do the pupil justice in the monthly report.

To illustrate: A pupil may have attended 20 days during the month, each day's recitation having been recorded. The subject to be reported upon may be arithmetic. The report may stand for each of the several days, 4, 3, $3\frac{1}{2}$, 4, 4, 4, $4\frac{1}{2}$, 5, 4, 3, 4, 4, $4\frac{1}{2}$, 3, $3\frac{1}{2}$, 4, 4, 5, 4, 5, being in the aggregate 80 merits for the 20 recitations, or an average of 4 for the month. They are reported on the Monthly Report card to agree with the system used by the Superintendent. Where per cents are used this report should be 80%. If the first letters of the alphabet are used in their order, B, in this case, would be reported. If the initial method is used,

Education—The Old and the New

G as the initial for "Good" would be the rating. This six-figure method is more stimulating to the pupil than any the writer has ever used and is the least objectionable. It may be objected that it takes the secretary's time. The reply is, it is so arranged that a pupil serves but once a day; nor is the pupil's time wholly lost, as he learns much by observing the recitation. No one serves as secretary by compulsion and all are elected by the class which they serve. Many teachers may object because they fear that they will get the ill-will of their pupils. The writer has never found any trouble in this respect. The class has observed the pupil's effort, has heard the teacher's report to the secretary and has seen the result written upon the board; all being done openly, so that it requires some courage on the part of the pupil to object

Education—The Old and the New

to what is so obvious to all observers. It is always understood, however, *that objection can be made* if made before the class is dismissed, a sufficient pause being given before dismissing, that the pupil may avail himself of the privilege of objecting. The question, "What do you do if he objects?" may be asked. The answer is, he is examined at once as to his ability to recite the lesson and his record is made on his last effort. A pupil seldom repeats his experience of being subjected to a special examination.

CHAPTER IX.

STRICT EXAMINATION BY TESTING REQUIRED.

Written exercises as a part of the recitation are very good as to method but as tests they are not always reliable, because it is hard for the pupil to resist the temptation to copy from another pupil's work or to get some one to prepare the exercises for him and then, to make the deception complete, to copy it that it may appear in the cheating pupil's own hand writing. Hence the necessity for blackboard work and other testing methods to ascertain what the pupil *really knows* about the subject.

To illustrate: A student teacher in the normal school of which the writer

Education—The Old and the New

was the principal, requested him to be present and observe the analysis to be given by the pupils of a class in English grammar for which she was the teacher. She stated her belief that fraud was being practiced but that she was unable to detect it. The writer who was the instructor to whom allusion has been made, also failed at first to detect it, until stepping to the side of the suspected pupil and looking over her shoulder he saw that a very small piece of paper was under the thumb place in the text book which she held in her hand. It proved that the diagram for the analysis of the sentence was on this paper. She had copied it on the board and had given the oral analysis without understanding it. The remedy was applied but by a test not so severe as the case deserved. She was again sent to the board with her text book,

Education—The Old and the New

after the erasure of the diagram which she had so glibly explained, and, though seeming to do all in her power to reproduce it, she utterly failed to do so; nor could she give the oral analysis without taking her written work in her exercise book where she had diagrams of all the sentences assigned, neatly and correctly executed. The teacher should be very careful not to judge the character of the recitation by appearances *only*.

As an illustration of inexactness due to carelessness on the part of the pupil:

The writer was observing the work of a student teacher whose class seemed to be doing very well, indeed. The exercise was the correction of errors in syntax. The especial subject was the misplaced phrase. The sentence to be corrected read, "We saw a marble bust of Sir Walter Scott entering the vestibule". This was

Education—The Old and the New

corrected with such ease and exactness that the student teacher was evidently proud of the pupil's ability. Something in the manner of the pupil's reading, however, was noticed by the observer which proved to him that the sentence was not well understood. Upon investigation it was found that not a member of the class knew what the sentence was intended to mean. Some ludicrous definitions of the word "bust" were given which amused but mortified the teacher very much. She understood the sentence so well herself that she was surprised at the deficiency; while the pupils were so certain that they knew so well the meaning that it was not necessary, in preparing the lesson, to consult the dictionary.

Especially should care be exercised in conducting a recitation in any grade of reading. It often occurs that when the

Education—The Old and the New

words throughout the passage read have been well pronounced and even the modulation has been fairly good, the purport of what has been read has been but poorly understood. In one case in a grammar grade class the writer remembers a misconception of the meaning of the entire selection read. This ignorance was not confined to a few individuals. The entire class showed, when questioned, lack of comprehension. The student teacher in charge had no suspicion of this lack of preparation. She should have adopted and practiced this most excellent rule which all good teachers have adopted for their self-government:

NEVER SUPPOSE BUT PROVE.

This secures thoroughness not otherwise attainable.

Ridicule by members of the class must not be permitted except in rare cases

Education—The Old and the New

when used as punishment of a pupil who exhibits arrogant self-conceit; nor should the teacher show any signs of amusement at the absurd and even the ludicrous answers given to questions. This requires much self-control because pupils' mistakes are often very amusing.

Teachers and pupils should have one rule in common for their self-government. It is this: Consult the dictionary for the proper pronunciation and meaning of all words where there may be any doubt about the matter.

CHAPTER X.

THE TEACHER'S PREPARATION FOR RECITATION.

The inexperienced may inquire why the teacher, if qualified in the branches pursued, should prepare the lesson assigned for recitation. The answer is that however well the teacher may be qualified in a general way, it is necessary that the contents of the subject to be considered at a particular recitation be reviewed, even if its only result be to cause the teacher to become more familiar with the essentials of the subject so that she can give her undivided attention to the teaching itself.

"As the teacher so the class," is a maxim worth remembering. Hence the neces-

Education—The Old and the New

sity for a wide-awake teacher. Such a teacher will succeed because she is sure of the undivided attention of the class.

Teachers cannot be too guarded against the popular error that the mere acquisition of knowledge is *all* of education. Some may have been prejudiced in early life by having read in a school text book the selection, "Knowledge is Power." The author intended well in writing this production, but mere knowledge is *not* power. The cultured intellect and the mental activity giving force to character and intelligence to the application of knowledge is the real, the true source, of power.

It must be remembered that success in any vocation depends upon keeping in view the object to be attained. Hence, the importance to the teacher of having a well defined, correct conception of the purposes of education.

Education—The Old and the New

The Chinese conception of education seems to have been the acquisition of a knowledge of their ancestry, and a training in conventional etiquette, especially in regard to their behavior toward their fathers, and lastly, a knowledge of the writings of Confucius. These items of knowledge were all committed to memory, the formality of a strict adherence to the verbiage of ancient days being indispensable even in their teaching of etiquette. This memorizing system was in vogue in the history of our own system of education through the middle ages, and still exercises some influence in the preparation for our colleges. The mental faculties are still supposed to be disciplined and thus strengthened by mere memorizing. Happily, leading educators are now becoming more and more of the opinion that the harmonious training of

Education—The Old and the New

all the mental faculties, memory included, brings the best results in adult life.

Science has become more prominent in the curricula of both colleges and of preparatory schools than formerly. This is a hopeful indication for the future usefulness of all our institutions of learning. The teachers of our common schools can add much to this growing public sentiment in favor of utilitarian education by awakening among their pupils a desire for the investigation of scientific subjects, the elementary principles of which can be readily understood even in the lower grades, if the instruction be properly given. Instruction upon scientific subjects should be continued through the higher grades until pupils are prepared to enter college where the principles of the sciences are taught in a more formal and philosophical manner.

CHAPTER XI.

TEACHING.

In the discussion of the recitation allusion has been made to the importance of preliminary instruction to enable the pupil to grasp the meaning of what is intended to be taught in the text book. If this instruction is properly given, its utility can hardly be overestimated. Much depends, however, upon the *method* of instruction, not only upon the preliminary but also upon all other instruction given.

Some teachers of limited experience, have thought that the best way to obtain the respect of pupils was to impress upon them as forcibly as possible the profound character of their learning. By the use of bombastic language and the assumption of

Education—The Old and the New

great dignity, they evidently expect to become famous for their learning in a very short time. Even children are not slow in detecting the shallowness of such mannerisms. The result has been, as it deserved, defeat. Disgust, rather than respect, has been cultivated.

Other professions are similarly afflicted. The quack has a store of medical terms which constitute his principal stock in trade. Neither are *all* our preachers entirely clear of this fault. The writer remembers an instance of high sounding rhetoric which deceived a number of silly people for a short time.

Returning from church one Sunday a gentleman asked a lady the very common question: "How did you like the sermon of the new preacher today?"

"O, I think it was just splendid," she replied.

Education—The Old and the New

"What particular passage in the discourse did you most admire?" she was asked.

"O, it was all good," she replied; "I think it was just lovely. I am sure that he is the smartest preacher that I have heard for many years. His language was just grand. O, I think him perfectly lovely."

"Why do you think so?"

"O, he is so learned. He uses such good language that I couldn't understand him at all."

In this instance, however, there were enough sensible people in the congregation to detect the sham, and his fall came quickly and most decisively.

Teachers, you will do well to observe this rule for your self-government: *Never attempt to impress upon your pupils the idea that you are a great personality.*

Education—The Old and the New

It will most surely react upon yourself and you may be regarded *great*, but in another than a complimentary sense. You may be pronounced a *great* humbug. "Selfishness always defeats its own purposes."

As this proverb is applicable so often in these discussions on education and good citizenship, the author cannot well refrain from giving a short dissertation upon it.

The man in the pursuit of wealth is in the "pursuit" of supposed "happiness." He usually indulges a perverted appetite however, and too often obtains physical as well as mental misery. So it is with all who pursue a selfish course through life. The principle is wrong and, hence, is retroactive, bringing its punishment with certainty and definiteness.

Be natural. While you are studying

Education—The Old and the New

the psychological characteristics of your pupils as individuals, make friends of them by being friendly; being careful, however, to preserve your true, personal dignity.

When it comes to imparting instruction, study carefully to use simple, clear expressions on a level with the children's comprehension. Some good, honest teachers may fear that by so doing they will lower their dignity. Let such teachers remember that some of our most distinguished public speakers became famous through their habit of making *all* the people, even the children, understand them through the simplicity of their language. So much depends upon the tact of the teacher in this direction that it may be said to be an all important qualification for effective work.

It is to be regretted that much of the

Education—The Old and the New

matter published in our text books lacks simplicity. This is more especially true of definitions, some of which are not sufficiently explicit.

EXAMPLE: "A phrase is a group of words which does not make complete sense."

Teachers have it in their power to improve even the text books used.

Teacher, be loving, be honest, be true, use simple language, and your success as a teacher is assured.

CHAPTER XII.

COURSES OF STUDY. WHAT KNOWLEDGE IS OF MOST WORTH?

As to the relative importance of the subjects which should constitute a curriculum for a complete education, if such a thing as a complete education were possible, the writer begs leave to refer to Herbert Spencer's discussion of the topic, "What Knowledge is of Most Worth?" found on the first 93 pages of his *Work on Education*.

The first consideration in preparing a course of instruction in our public schools should have special reference to preparation for good citizenship.

The second subject of importance to be considered should be the preparation of

Education—The Old and the New

the pupil to become a producer of what may be most needed among those with whom his life will most probably be spent.

Lastly, that which will contribute directly to his intellectual enjoyment. The term "directly" is used here because if his spiritual, moral, and mental training have been what they should be in regard to the first and second propositions, he is sure to enjoy through these indirect sources much greater happiness because of his contribution to the welfare of others than he could possibly enjoy through mere self-gratification.

The following passage from the report of an address by Dr. C. A. Davis puts the educational problem fairly and squarely before the educating forces, both officers and teachers, and all true patriotic citizens should give their assistance in its solution:

Library of
Congress
Education—The Old and the New

"America has the best public school system in the world. But it is necessarily limited. The public school system must from its fundamental plan minister to the majority, and the minority must do the best it can. A system that ministers to 75 or 80 per cent of a people is a success. That is our public school system. And yet there are some things in our great system that may well cause us to reflect; 18,000,000 boys and girls are in our grammar schools to-day, but only 800,000 are found in our high schools and academies. A still less number are to be found in college. Something is wrong somewhere. I do not advocate a college education for every boy and girl, but when only 1 in 10 of our boys and girls of the grammar schools find their way into the higher schools it is time for America to examine her educational plant. (The

Education—The Old and the New

grammar school course is twice as long as the high school and academy, so that we see that one in 9 or 10 of the grammar school children reach the higher schools.) I am an old high school teacher. I know what I am talking about. It is absolutely impossible for the high school to do everything in its short school day of five or six hours. But it does a magnificent work.

"The coming revolution in our land is over the question, "What is going to be done with our boys and girls who cannot get the full benefit of the high school?" Millions on millions of our citizens in the next generation are coming to manhood and womanhood without a high school education, if there is not a change all over our country. And this change cannot be made with present arrangements. When 1 boy in 10 secures a high school education, what of the nine? America is not

Education—The Old and the New

satisfied to leave matters as they were one, two and three generations ago, else we could succeed to-morrow as well as we did yesterday. My grandfather had 11 weeks of education. He made a success in life. My grandson, every bit as smart as his great-great-grandfather, cannot win a success in his life if he has not more than 11 years of education. Public opinion says this. Five generations introduces a revolution. What is going to be done? Our present trend is a menace to American civilization. I ask a question that overtops any question that has been introduced into Congress in the last generation. What are we going to do with our boys and girls who are leaving school before they have entered the high school or the academy?"

The problem of the course of instruction in the public schools should be

Education—The Old and the New

simplified by those who have the matter in hand by first giving a carefully prepared answer to the question, "What Knowledge is of Most Worth?"

In former days the purpose of the elementary school was to prepare children for the active duties of life so far as they related, first, to the providing for the necessary sustenance in obtaining food, clothing and shelter; secondly, to the accumulation of wealth. Hence the "Three R's" were emphasized in the curriculum so decidedly that many parents became satisfied that business proficiency in reading, writing, and arithmetic was a sufficient education. In the course of time parents becoming ambitious to have their children move in better educated circles, added to this limited course of study. Receiving advice from those interested in a course preparatory for enter-

Education—The Old and the New

ing college, they arranged the common school course with reference to the higher education as a sort of preparatory school for the college course. This college course was derived from the supposed needs of educated people of the middle ages. As caste was then strictly observed and a very small percentage of the people were in any sense educated, the curriculum of the college was arranged to suit the vocations of the ruling class only. This fixed curriculum became so firmly rooted in the sentiment of college bred people that it became fossilized, metaphorically speaking. Even now, since the natural sciences are claiming increased attention, some are wondering why the changes are being introduced which make the scientific course more popular than the "good old time classical course."

The people of today desire to be con-

Education—The Old and the New

sidered very practical in the transaction of all kinds of business, hence are not so easily governed by precedent as they are by their own past experiences and by their own reasoning. They admit that as our English is a composite language, Latin, Greek, French and German, while not absolutely essential are desirable languages to be learned for the sake of their value in the derivation of our English words, but that science acquired by systematic study or by empirical knowledge is absolutely necessary to all vocations in life.

The extreme utilitarian proposition to qualify the pupil for the accumulation of wealth, merely, is pernicious; damaging, not only to the community, but also to the individual receiving such one-sided, unsystematic, training. The maxim, "Selfishness always defeats its own purposes,"

Education—The Old and the New

is just as applicable in this as in other departments of ethics; but utilitarianism by a harmonious development of all the faculties necessary to the qualification of the pupil, for a life of usefulness to others is of a very different character from that having the acquisition of wealth as the motive.

Some self-styled educators, however, place so much emphasis upon the culture of the æsthetic that they seem to forget that a large majority of those attending our elementary schools must be prepared to earn their own living. These not being able to take the higher education do not get the benefit of the technical high school nor of other higher schools of technology; nor is the manual training department of the grammar school quite sufficient to prepare them to secure such remunerative employment as to allow

Education—The Old and the New

them to enjoy the fruits of their mental culture.

While manual training is good so far as it goes, there should be in the grammar school a department for vocational training which should fit its recipients for their life-work as producers in the communities where they live. Thus may they become contributors to the general welfare. Thus may they become the most useful, and, hence, the most desirable of citizens.

Minnesota and some of the other States are already taking measures in this direction, more especially in the line of scientific agriculture. Minnesota is mentioned especially because its system is proving of exceptional efficiency.

The N. E. A. educators in their deliberations at Chicago, July, 1912, gave their approval of vocational training very decidedly.



STRADDLE BALL.

This exercise is represented as being used in a gymnasium, but many of our schoolrooms would afford space enough for it. The high school of the future will have its gymnasium, which will be considered as necessary to its equipment as any of the classrooms.

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CHAPTER XIII,

CURRICULA. QUANTITY AND QUALITY.

The great danger at the present time seems to be in the direction of adding still more to the number of subjects comprising the course of study; thus crowding the pupil and promoting the cramming process which renders educational attainments so superficial as to be almost worthless.

Those of our school officers who have the choosing and the prescribing of what is to be taught in the several grades of our public schools should remember that man is finite, that there is a limit where his investigations must cease, and that no one individual has the capacity for acquiring a practical knowledge of all the

Education—The Old and the New

branches now offered by our colleges and universities.

Certainly much of the heathen mythology of two thousand years ago could be spared from the college curriculum. "What has this to do with the common school?" some one may ask. In reply it is only necessary to call attention to the past. It has been the custom to arrange courses of study in the elementary schools so that they shall be preparatory for a classical course in college; and the practice still prevails in some localities.

Something is wrong in the college course or in its administration. The following from a late paper is worth considering:

"COLLEGE MEN IN BREAD LINE.

Mercer says 2 per cent of Prisoners are
'Varsity Men.

E. C. Mercer, a former college student and a self-confessed drunkard in his

Education—The Old and the New

undergraduate days, spoke Tuesday at Columbia university, New York, in St. Paul's chapel, about "College Graduates on the Bowery." He told the story of his own downfall while a student in 1900 at the University of Virginia. In his college days he was captain of a baseball team and prominent in other student activities, he said. One day when a freshman he accepted a drink in his fraternity house.

From drinking in a social way Mr. Mercer said he soon became a confirmed drunkard without home or friends. His father, a judge of the United States court, cast him off, and he soon became a Bowery "bum." In 1904 he drifted into the Jerry McAuley mission in Water street, and since then had completely mended his ways. At the present time he is engaged in mission work, especially among college men. In his address Mr. Mercer said that

Education—The Old and the New

only 2 per cent of the population go to college, and that 2 per cent of the "jail-birds" are college men. One night, said Mr. Mercer, he counted 39 college men of his acquaintance in the Bowery bread line, and another investigator found 400 college men in the Bowery in a single night's search."

Also the following statement from Dr. Woodrow Wilson, hinting at the remedy for school imperfections, should receive our most serious consideration:

"When once we have the gracious assistance of fathers and mothers, we shall educate their sons. Given that assistance, in a generation we will change the entire character of American education. And it must be changed. Schools and universities like Princeton must pass out of existence, unless they adapt themselves to modern life."

Education—The Old and the New

Inasmuch as very few, comparatively, can spend the time necessary to acquire training in both the scientific and the classical courses, the question as to what is best to be done hinges upon the main question, "What Knowledge is of Most Worth?" Whether or not the derivation of words in our language and the study of the history of two thousand years ago, including the pagan superstitions and the bloody details of the history of an archaic age, is as valuable as are the several departments of physics, chemistry, physiology, psychology, etc., is, then, the real question.

To satisfy the demands of patrons, elective courses of study have been instituted in our colleges so that the demand of both the conservatives and the progressives are provided for.

The curriculum of the common school

Education—The Old and the New

seems now to be drifting toward an elementary preparation for the scientific course in the institutions for a higher education. This is probably the best method at the present time for doing the greatest good to the greatest number now receiving their education in our public schools. Such a large percentage of the children of our country drop out after completing the high school course and so many more push their education no further than through the grammar school, that it seems better that they should receive elementary instruction, at least in those branches of science hereinbefore mentioned. Especially is it important that children should be taught during the early part of their school life, and indeed throughout their entire course, the laws of life and health.

The proposition that psychology should be taught in our grammar schools may

Education—The Old and the New

provoke a smile from the reader, but even this somewhat abstruse science may be written up in language comprehensible to the grammar school student. The greatest practical benefit to pupils who must leave school altogether when they finish the grammar course should be the aim in preparing a course of study including the natural sciences in the curriculum of the public schools.

“While the great bulk of what else is acquired has no bearing on industrial activities, an immensity of information having a direct bearing on the industrial activities is entirely passed over.” This, Herbert Spencer says of the old *regime*. Of the scientific course he says:

“This order of knowledge, which is in great part ignored in our school courses, is the order of knowledge underlying the right performance of all those processes by

Education—The Old and the New

which civilized life is made possible. Undesirable as is this truth, and thrust upon us at every turn as it is, there seems to be no living consciousness of it. Its very familiarity makes it unregarded."

It is evident then that the only means now generally used in our elementary schools for the upbuilding of desirable citizenship are but poorly adapted to this purpose. Instead of the usual demoralizing details of bloody battles, leaving the impression that the greatest patriotism consists in the slaughter of human beings who have been, by some tangle in diplomacy, compelled to take the attitude of enemies, children should be taught the true patriotism of "Good will to men," and of the co-ordination of the energies and activities as citizens in the accomplishment of the greatest good to the greatest number, even including, in a cos-



ON A HIKE.

This is suggestive of the botanical and other natural science excursions that should be the privilege of the high school pupil.

TO THE
ASSOCIATION

Education—The Old and the New

mopolitan spirit, those of other nations. The true, the real patriotism is usually eclipsed by the glamor and the excitement of the wholesale murder commonly called war. The teaching of true patriotism may be, and *will* be taught by the proper management of the curricula of our public schools and the co-operation of the Christian teachers.

CHAPTER XIV.

CURRICULA. THE FINE ARTS. SCIENCE.

The Fine Arts have been made prominent in the primary and grammar courses of our public schools, which would be commendable, certainly, if the time of all the pupils was unlimited, but of doubtful economy under present conditions.

Herbert Spencer, on page 66 of his work on education, gives his opinion as follows:

“But even supposing them, (the Fine Arts,) to be of such transcendent worth as to subordinate the civilized life out of which they grow, (which can hardly be asserted,) it will still be admitted that the production of a healthy civilized life must be the first consideration; and that the knowledge conducive to this must

Education—The Old and the New

occupy the highest place. Grant that the taste may be greatly improved by reading all the poetry written in extinct languages yet it is to be inferred that such improvement of taste is equivalent in value to an acquaintance with the laws of health. Accomplishments, the fine arts, *belles lettres*, and all those things which, we say, constitute the efflorescence of civilization, should be wholly subordinate to the discipline in which civilization rests. As they occupy the leisure part of life, so should they occupy the leisure part of education."

Recently an intelligent, educated mother, in a conversation with the writer, in speaking of the methods in vogue in our public schools, said: "We have too much system." It is fair to presume that this is not just what she intended to say. It is a fact, however, that a system which

Education—The Old and the New

embraces so much in the curriculum as to require "home work" with its consequent evils, by the expenditure of all the nervous energy incident to a strenuous life, and this, the over-tension of the nerves of children from eight to fourteen years of age, not only "Defeats its purpose" but is also an outrage both upon the mental and the physical well-being of the child, and may well be classed under "commercialism," as excessive child labor has been properly classed.

It is not too much system that is at fault. It is the character of the system which tempts the teacher, the principal, and the school officers, to tolerate, encourage, and even promote, the pushing and cramming processes for the sole purpose of gratifying private ambition to excel in the number of promotions in the several departments where these school officers

Education—The Old and the New

are employed. Some one may ask: "How can ambition be commercialism?" Directly it is not, but, indirectly, it is as much so as "graft." Each of these evil doers who initiates this pernicious practice expects promotion to a more lucrative salary in consequence of this "slaughter of the innocents."

If this species of selfishness affected only the perpetrators of this crime against childhood the case would be different, for "Selfishness always defeats its own purposes." "Pride goeth before a fall." Nor is much sympathy elicited from the common people when such aspirants finally fall and so find their level.

Pertinent to the subject of cramming, or the mere memorizing of words, is the study of extinct languages as compared with the investigation of the principles and phenomena of the various departments

Education—The Old and the New

of science. The former may discipline the mental powers for retaining the forms and uses of words. The latter strengthens the memory by the retention in the mind of fundamental principles and those which are developed from them. It furnishes food for thought, for reasoning upon phenomena which continue their manifestations throughout the course of a lifetime.

A thorough knowledge of the classics is desirable, certainly, but should the sciences be neglected in order that one should be able to master the extinct languages?

It surely accords with logical reasoning that the sciences expounding the various departments of biology which become so important as factors in everyday life should be thoroughly understood.

While the classics furnish food for thought and contribute to ability in the



TENT LIFE.

Vacation outings for those who pass as "excellent" in the high school examination might induce greater effort on the part of pupils to reach the goal where they could enjoy this coveted privilege.

The people can well afford to pay the expenses of these outings.

TO THE
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Education—The Old and the New

expression of thought, science contributes, not only to profitable meditation leading from nature up to nature's God, but it is also necessary to the development and to the enjoyment of all God-given blessings.

It may be claimed that many ignorant people who have never read a line on science, cultivate the soil and are successful in bringing its products to perfection, with a skill equal to those who have studied the sciences. It must be remembered, however, that these ignorant people are usually mere imitators of their neighbors, and whatever real skill they may have acquired through their own originality has been at the expense of much more experimenting than was needed had they but had scientific knowledge as a basis. So it is in all vocations of life. So it is in all the relations of man to his environment.

Education—The Old and the New

Herbert Spencer sums up the whole subject under consideration in these words:

“Thus to the question with which we set out—“What Knowledge is of the Most Worth?”—the uniform reply is—Science. This is the verdict on all counts. For direct self preservation, or the maintenance of life and health, the all-important knowledge is—Science. For that indirect self preservation which we call gaining a livelihood, the knowledge of greatest value is—Science. For the due discharge of parental functions, the proper guidance is to be found only in—Science. For that interpretation of national life, past and present, without which the citizen cannot rightly regulate his conduct, the indispensable key is—Science. Alike for the most perfect production and enjoyment of art in all its forms, the needful preparation is still—Science, and

Education—The Old and the New

for purposes of discipline—intellectual, moral, religious,—the most efficient study is once more—Science. Its worth is not dependent upon opinion, but it is as fixed as is the relation of man to the surrounding world. Necessary and eternal as are its truths, all Science concerns all mankind for all time. Equally at present, and in the remotest future, must it be of incalculable importance for the relation of their conduct, that men should understand the science of life—physical, mental and social; and that they should understand all other science as a key to the science of life.”

These sentiments have certainly produced a profound impression upon educators whose influence has brought about so many needed changes; but as “Eternal vigilance is the price of liberty” so is it also the price of excellence in the process of educating the children and youth of our

Education—The Old and the New

country. Let there be no backward step, but rather the pressing forward with a determination to know and to apply all best practical methods in the education of the children who are to be the future citizens of our country.

It is no longer a theory that science may be taught in a practical way in our common schools because it is being done in the very best schools of our country. Its importance as an educational factor, however, is not fully appreciated by all our teachers. Hence the necessity for emphasizing the subject. Teachers should not be satisfied with being mere cogs in the educational machine, but should remember that their privilege, nay, their imperative duty, is to become creators of wise and efficient public sentiment among the adult population as well as among the children.

CHAPTER XV.

HIGHER EDUCATION FOR THE WORKING PEOPLE.

The "University Extension" work, however well intended, has not been wholly satisfactory, but it has served a good purpose by showing its promoters a better plan, a plan which in its beneficence reaches a far greater number, and, consequently, produces still greater effects upon citizenship.

Oxford University leads at present in this direction, as the following statement shows. Of course, the reference to caste discrimination for which the English plan provides would not be applicable to America, nor should it be; but this does not interfere with the general plan, nor need

Education—The Old and the New

America adopt the Oxford plan without modification. It is, nevertheless, a movement in the right direction. It is quite practical because its beneficiaries have a voice in the arrangement of a curriculum to suit their needs; also a voice in the choice of their instructors.

“The recent report entitled ‘Oxford and Working Class Education,’ comes from ‘a joint committee of the university and working class representatives on the relation of the university to the higher education of work people.’ Oxford’s activity in investigating this question, in combination with the Workers’ Educational Association of England, has already borne fruit, and the establishment of a new system of working class education, which has Oxford’s hearty cooperation and sanction, is an accomplished fact.

The new Oxford system, which is the

Education—The Old and the New

result of careful deliberation on the part of the university and wage-earners, goes beyond the old university extension idea. The report at hand presents a brief history of past educational movements affecting work people, and shows why the old Oxford university extension system failed to supply the education that work people desired. It was too expensive, too unsystematic, and too little in touch with working class interests and aspirations. There was always some distrust of it in trade union circles. Now Oxford is throwing off its ancient tradition of being a university for the aristocracy alone, and it plants itself today on the principle that one of the functions of a university in a democratic community is to be accessible to every class.

The teaching in the so-called tutorial classes, to be maintained at numerous

Education—The Old and the New

industrial centers of the kingdom, is to be adapted especially to the needs of the working class, not necessarily along manual or technical lines, but along the lines of general culture, sociology, economics, history and political science.

The two bases are (1) the establishment in towns and cities of tutorial classes and (2) the provision of machinery for insuring that a proportion of the working class students may pass regularly and easily to a course of study in the university itself. The first base embraces practically the kind of educational work, so far at least as methods of teaching are concerned, that is contemplated by the proposed Massachusetts College; while the second base goes beyond anything that is provided for in the Massachusetts charter. A peculiar feature of the new Oxford work is the active and direct participation of the working class

Education—The Old and the New

organizations in the administration of the tutorial classes, that is to say, in the selection of teachers and lecturers and in the framing of courses of study."

A committee consisting of the members of the organization of the working class and the managers of the University of Oxford have had a conference and have agreed upon a plan satisfactory to both the work people and to the university.

The plan, while embracing the full representation of the work people in the Board of Control so that they virtually choose their curriculum are restricted by their own voluntary proposition to their caste. This does not, however, prevent their entering the University as regular undergraduates; their previous training being so arranged as to prepare them for taking place as if they had been resident attendants from their beginning this Higher Education.

Education—The Old and the New

Oxford, while open to the common people in the past, has been too expensive an institution for the people generally. Thus it has drifted into use by the aristocratic class,—a university for “Gentlemen’s Sons.” It is now discarding this attitude and making it as easy as possible for the work people to attain whatever ambition in the acquisition of a higher education may inspire them to strive after. This is truly laudable as an enterprise and is equally patriotic in its purposes, as England is sufficiently democratic in its government so that voters wield power enough to make their intelligence in casting the ballot a very important consideration for the entire British Empire.

This enterprise is already in working order and is to be conducted by the organization of tutorial classes at the different industrial centers so that the students

Education—The Old and the New

need not be at the expense of leaving their homes to obtain boarding accommodations, but can obtain a good scientific education and become factors in the general culture of even the fine arts among their own class and thus advance the higher civilization of the Anglo Saxon race.

Why should not America do the same kind of work in a similar manner?

It is very apparent that the influence upon citizenship for good would be almost unlimited if this plan is carried out in good faith as we have reason to believe it will be. This would be especially true if attempted in America where the government is a democracy and where so much depends upon the intelligence of the voter. Massachusetts is already answering this question in an active way. Massachusetts College has been provided for by legislation, but it may yet be found unnecessary to

Education—The Old and the New

use a special organization for the purpose of promulgating this work. Harvard stands at the summit of educational institutions in our country and might take up the work with the greatest prospect of success. Nor will the work be limited to the State of Massachusetts. Yale, Johns Hopkins, Pennsylvania, Columbia, New York, DePauw, Iowa, Tennessee, Virginia, Michigan, California, and Leland Stanford, and indeed universities all over the country will most probably respond nobly to this movement which means so much toward the betterment of the citizenship of the nation.



ALAN W. HASTINGS, Grandson of the Author.

He has passed the usual grades, including kindergarten, and reached the ninth grammar grade without injury from school management. Reason—the same as that which saved the author from health deterioration—outdoor work.

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CHAPTER XVI.

HEALTH. PHYSICAL CULTURE.

A condition of the body when metabolism is perfect because the assimilative and the excretory organs are in perfect order, and when the circulation of the blood is normal, may be considered a condition indicating the best of health; but it is almost impossible to find such conditions existing in this age of self-indulgence, either in childhood or in adult life. Heredity entails upon each generation physical as well as mental defects; thus carrying into effect the penalty of violated law even to the "third and fourth generations." Still the race is just as susceptible to improvement as to degeneration.

Education—The Old and the New

William H. Allen's treatise on "Civics and Health" should be studied, not only by teachers and school officers but also by every citizen of our country. This author enumerates the following topics as demanding consideration in securing the health rights of children.

"Anthropometric measurements, sickness and open spaces, medical examination of school children, teeth, eyes, and ears, games and exercises for children, open spaces and gymnastic apparatus, physical exercises for growing boys and growing girls, clubs and cadet corps, feeding of elementary school children, partial exemption from school, special schools for "retarded" children, special magistrates for juvenile cases, juvenile smoking, organization of existing agencies for the welfare of lads and girls, education, school attendance in rural districts, defective children."

Education—The Old and the New

In regard to the practical work of correcting defects and abuses, he writes of school hygiene as follows:

“School Hygiene suggests local, county, state, and national machinery necessary (1) to protect the child from injuries due to school environment, school methods and school curriculum; (2) to getting things done for the child at home, and on the street, need for which is disclosed by physical and vital tests at school.”

If parents knew the laws of health and *were disposed to use their knowledge in a practical way in rearing their children*, a most wonderful change, physically, would be effected in the condition of the human race within a century; and with this great change, physically, would come a greater one in the mental, moral and spiritual condition, for with perfect health, an equipoise of all the mental faculties is equally attainable.

Education—The Old and the New

Among intelligent people the day has passed when any disturbance of good health is to be attributed to a special dispensation of Providence. Nor is the untimely death of the little child attributed as once was the custom in the preaching of their funerals, to "the mysterious and inscrutable act of God."

Is it not within the teacher's responsibility to add intelligence to a community in regard to this important matter? Some teachers upon reading this question may be inclined to dismiss the suggestion as absurd; but the more thoughtful among us know that much good has been accomplished in this way. These thoughtful ones *know* that they *can* and *do* exert an educating influence upon the adult residents in the vicinity of the school, by indirection at least. Teachers can teach the parents many wholesome lessons without *seeming to do so*.

Education—The Old and the New

Physiology and hygiene are now taught in our elementary schools. Only the simplest elements are taught in the lower grades, of course, but enough of the subject is presented so that the wise teacher can give life-lasting impressions in regard to right living. This may be done by using carefully prepared conversational exercises or recitations upon the subject, leaving to the pupils for further investigation some of the points to be considered. This suggests "home study" or "home inquiry," but *the teacher must not call such individual investigations by either of these terms.* It would be very bad policy to tell the pupil to ask his mother or his father about the matter. He will be most likely to ask his parents, without suggestion, because he is expecting to hear the question asked at the next recitation and would take pride in being the pupil

Education—The Old and the New

who might be found able to answer it correctly. It should never be hinted to the pupils that their parents are ignorant even though they should be densely so. It should never be openly assumed by the teacher that the parents are in great need of being taught. Rather the parents should be caused to feel conscious of all the capabilities that they really possess, and they should understand that their co-operation is expected in the education of their children. A friendly, sympathetic spirit being thus established, the work of adding intelligence to a community becomes an easy task. Of course, literary societies, debating clubs, and like organizations in which the parents take active part add greatly to the teacher's opportunities, and should be encouraged whenever there is an opening in this direction. It is well to admit at this point in con-

Education—The Old and the New

sidering this subject, that some difficulties lie in the teacher's way but they are not insurmountable. They may be overcome by any well-balanced mind inspired by the purposes and aspirations of the true teacher.

The teacher who is sufficiently imbued with the desire to promote the welfare of the pupils of the community where she teaches and the good of our country too, will not consider that her duties have been rendered too severe by the addition of work in this important field.

Good citizenship is to be promoted chiefly through the cultivation of good health and through the provision of correct environment. By good health and good morals all good influences are promoted. The citizen whose physical and moral health is good is always more public spirited in regard to improvements in the

Education—The Old and the New

community, state and nation, not only those promoting health but also those of an æsthetic character. Are not these considerations worthy of all the effort required of the teacher to promote them? Ay, though the work may seem at times discouraging on account of lack of appreciation on the part of those whom she seeks to benefit. The reward of an approving conscience is at least worth striving for.

A few years ago the writer was in charge of a school situated near another of which a lady was the Principal. She had taught many years in the vicinity but had not had the entire responsibility of a school before. In consequence of this, many persons indulged freely in commenting upon her probable success. After many favorable accounts of her past services, the writer, feeling that she deserved re-

Education—The Old and the New

ward for her faithfulness, informed her of the many good reports which he had heard of her past work. He was gratified to hear her reply; "Money is not all of a teacher's reward."

In regard to the promotion of health, the first thing to be considered is the teaching of the past as to the best method for preserving health. Mr. Page is so excellent an adviser on pedagogy that the writer has quoted extensively from his "Theory and Practice of Teaching." His instructions are generally very reliable but he is most assuredly mistaken when he encourages the drinking of water freely while eating but advises to avoid it at all other times, as he does in giving his advice to teachers as to the best method for the preservation of their health. Herbert Spencer too is a profound philosopher and a practical educator but he surely is

Education—The Old and the New

wrong in advising parents to give the children a full flesh diet, allowing the appetite to be the guide in regard to both quality and quantity. It is true that in a perfectly healthy child an environment of such a character that the normal appetite would be unperverted it might be a safe guide but applied to the average child of the present generation the idea of this kind of guidance is most absurd. It is a well known fact that the craving for unwholesome foods, condiments and drinks is among the most damaging afflictions to the human race. It is unfortunate that these fallacies have been promulgated for there are those even among teachers who are thoughtless copyists and are too ready to adopt unthinkingly what is considered "good authority" as a rule of action.

The young teacher may be confused

Education—The Old and the New

by reading different opinions of some of the assumed scientists of the present time. There is a tendency to seek notoriety in scientific lines by "faking" claims to new discoveries. These assumed discoveries are not wholly confined to new advertisements for cereals either but are sometimes endorsed by men who try to pose as the learned men of the period. "What then am I to teach?" asks the conscientious teacher. In answering it may be said that it is a good plan to teach, so far as the conscience will permit, what our most used authors of the modern text books teach.

In the "Remarkable Indictment of our Public Schools" to be found in the Preface of this little book, it is stated that 30% of 314 candidates for cadetship at West Point were physically unqualified to enter that institution. This "Indict-

Education—The Old and the New

ment" against our public schools in regard to physical disability is hardly fair, however, because parents are more to be blamed than they. Yet the schools can remedy, to a limited extent, physical defects; especially those caused by a lack of physical exercise in the open air. Through a systematic series of gymnastic exercises and other hygienic measures the vital organs may be stimulated to activity; the kidneys which have been overworked on account of an excessive use of flesh in the diet, the heart which has become diseased through cigarette smoking and other indulgences of a vitiated appetite may be restored to normal action, provided the teacher is able to induce the pupil to discontinue the practices which have caused the troubles.

Text enough is furnished in our school physiologies to enable her to do this



VOLLEY BALL.

This game can be played on the playground if well umpired by the teacher.
Poultry netting can be used to limit the flight of the ball.

TO THE
LIBRARY

Education—The Old and the New

without offense to any one who has influence in the community; but offense or no offense, it is the teacher's duty to make use of all opportunities for the well-being of her pupils.

CHAPTER XVII.

GYMNASTICS.

Gymnastics and games both are beneficial for health and intellectual progress in mental culture. When the weather is unfit for the enjoyment of the playground in the open air, the best possible remedy for that dulness, general apathy and obtuseness of the perceptive faculties which often come over the school, is a lively exercise in calisthenics for a period of five minutes or more. The physical well being of children is always improved.

As pure air is one of the most important factors for promoting good health, the teacher should remember that the school-room should be ventilated to the limit while the pupils are engaged in indoor exercises.

It is but natural that the inexperienced teacher should inquire for the best system

Education—The Old and the New

of calisthenics. The writer has used Dio Lewis's, Enebuske's and Gulick's systems. While there are some good points in all these systems, the writer has found Enebuske's Swedish Gymnastics better suited to the schoolroom than the others. A hasty review of "Teaching of Elementary Gymnastics," by W. P. Bowen has convinced the writer of its excellence also. It is not well to combine different systems. It is much better for the inexperienced teacher to make selection of a system, purchase a manual and proceed in the manner planned by the author; for the reason that the author of such a work has studied the anatomical, physiological and hygienic effects produced upon all the organs and muscles of the body and has planned for the best results to be obtained.

Should the teacher find, however, no system suited to her needs and should

Education—The Old and the New

she be an adept in anatomy, physiology and hygiene and should be a thoroughly trained gymnast she might use Day's Orders of her own writing. It is important that they should be systematically outlined beforehand. It is not best to proceed about any business without a plan; and in the profession of teaching a *written* plan is much the best; hence to a teacher who prefers a system of her own originating, the writer would urge the necessity of writing out a plan as perfect as her conception would naturally make it. Of course, amendments might be made from time to time before such work would be found entirely satisfactory.

To those who are at a loss for suitable commands for the "Orders", the writer has found "Enebuske's Manual of Day's Orders" the clearest and most concise of any with which he is acquainted.



GIANT STRIDE.

At a trifling expense even a small playground can be
furnished as represented in this cut.

TO THE
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CHAPTER XVIII.

PLAYGROUNDS.

The most healthful and consequently the best of school exercises are the games of the playground. It is gratifying to note the increasing interest manifested in this phase of physical culture at the present time.

The teacher or some one employed for this special purpose will introduce, superintend and regulate the games at all times, of course. Much might be said in favor of the superiority of the playground over other methods of exercise but it is not deemed necessary here because its utility is universally appreciated. It is a psycho-physiological fact that a hearty cooperation of the mental and physical powers

Education—The Old and the New

secures the best results in the interests of both. This may be done with adults by the formal practice of gymnastics, of course, but for children the playground, if rightly managed, is sure to secure this desirable end.

The teacher who has had no further experience than as subordinate in city schools and others of like management, having been accustomed to regard the responsibility of the school government as devolving upon the principal, sometimes makes a great mistake after taking the position of sole teacher of a school in a rural district. She forgets that she has the entire charge of the school and proceeding upon the basis that she has only the oversight and management of the pupils while they are in the schoolroom, is soon involved in a maze of difficulties. In one instance coming under the obser-

Education—The Old and the New

vation of the writer, the pupils during the noon hour were on the playground while the teacher was at her desk deploring the profanity and obscenity prevalent among her pupils while they were at play. Upon inquiry as to why she permitted such conduct, she claimed that it was none of her business to interfere with them while on the playground. She thought that their parents should have given them better training. She was correct in this but had forgotten that her position in controlling the children was, as it ever should be, "*In loco parentis.*" The writer afterward took charge of this school as it had grown much too large for a single teacher. Very little difficulty was experienced in bringing about the best of order both inside and outside the schoolrooms.

It is now generally conceded that health and physical education are best promoted

Education—The Old and the New

by games on the playground, but the morals of the pupils must not be neglected or the chief purpose of education—a better citizenship—will be frustrated.

A favorite expression among the advocates of physical culture is, "First make first-class animals of the children and then you will have a sound basis for the superstructure of their education." This is well meant and, in a certain sense, is correct; but if the process is not carefully guarded the pupils may degenerate into "first-class" beasts.

It is a psychological fact that physical well-being through exercise is attained to the greatest and most satisfactory extent when there is a complete cooperation among the physical, mental and emotional powers. When a child or youth thoroughly enjoys a game on account of the incentive of emulation and of the conse-

Education—The Old and the New

quent feeling that he is the eye of the public, every nerve thrills with delight at the success he gains and his entire being is stimulated to such a degree that every vital organ is active. Sluggishness of action being thus overcome, assimilation goes on uninterruptedly, the excretory organs take up their work with renewed energy and the life-sustaining blood goes pulsating through the arteries with seemingly joyous activity and with impartiality supplies the extremities so that the body is in a glow of normal warmth. The reflex action in consequence of playground enjoyment brings to the mental faculties a relish for study which nothing else can give. To the constitution of our being it gives a desire for profitable action in the vocations of life, especially those of a sedentary character, not otherwise attainable. Infectious diseases are warded

Education—The Old and the New

off also by bringing the natural functions of the body into such activity that every defensive force against the inroads of disease is alert. Additional vitality and vigor is secured from this exercise; the whole neuro-muscular mechanism is in an improved condition to resist the attacks of disease germs. To a great extent, however, the benefits to be derived from playground games as well as from all other gymnastic exercises depend upon the observance of the laws of health in other particulars. Hence the necessity of competent superintendence of playground exercises by the intelligent well-qualified teacher, or, better, by a physical director. Some teachers may object to taking charge of the playground and claim that this additional duty would be sufficient to cause nervous prostration or some other damaging consequence.

Education—The Old and the New

If undertaken as a disagreeable duty, some serious effect might follow, but if the teacher loves her pupils and loves her work, and is enthusiastic in her determination to do all the good which lies within her capabilities, the work will not be wearing, more especially if she enters into the spirit of the games played as does the successful kindergartner.

The preservation of the teacher's health is certainly a most important consideration; much might be written about it but, after all, the same general rules apply with equal adaptability to teachers and pupils. The teacher must herself go through the calisthenic exercises in giving the drill to her pupils so that they may learn to execute them properly, nor does it lower her dignity, in the least, to go out upon the playground and jump the rope with her girl pupils. By giving these exercises,

Education—The Old and the New

she receives equal benefit to her health with those whom she superintends.

A very important factor in the promotion of the health of the pupils of a school is their frequent physical examination. Measurements should be taken once a month and should include, of course, a careful examination of their eyes, teeth, throats, of their hearing and as to the possible growth of adenoids. This should be done to ascertain physical defects if any exist and to provide the remedy. The teacher should be supplied with anthropometric tables in sufficient quantities so that record can be made from time to time which should be compared with former measurements to ascertain what changes have taken place and what means should be applied for the correction of whatever defects may appear.

Periodical reports should be required

Education—The Old and the New

by law from competent medical inspectors and teachers of schools as suggested in Allen's "Civics and Health," to which the reader is most earnestly referred. The topic of medical examination as found in his work is of vital importance. This book should be in the library of every teacher and of every school officer.

Through heredity and through the lack of right living children may be unfit to enter school and yet be compelled to attend unless such advanced development of disease is so apparent that a physician's certificate of disability can be obtained. Periodical examinations by competent medical inspectors would provide relief in such cases to the great advantage of the one relieved and to the school. The physical condition of every pupil should be ascertained and recorded in a book for the purpose and a duplicate table of the

Education—The Old and the New

same furnished to the parents with what ever prescription the physical examiner may furnish for the correction of defects. This being on record in the teacher's possession would furnish her the means of cooperation with the parents in overcoming them.

That the time is not far distant in the future when the physical development of pupils in our schools will become a part of the duty of teachers to the same extent as their mental training is very apparent. The teacher will cooperate with Boards of Health not only in regard to contagious diseases, but also in regard to all things pertaining to the public health, with the result of producing a better class of adult population both physically and mentally, besides decreasing the present fearful mortality among children.

Education—The Old and the New

That mental and moral conditions depend, to a great extent, upon the health of a community is a well known fact to all close observers.

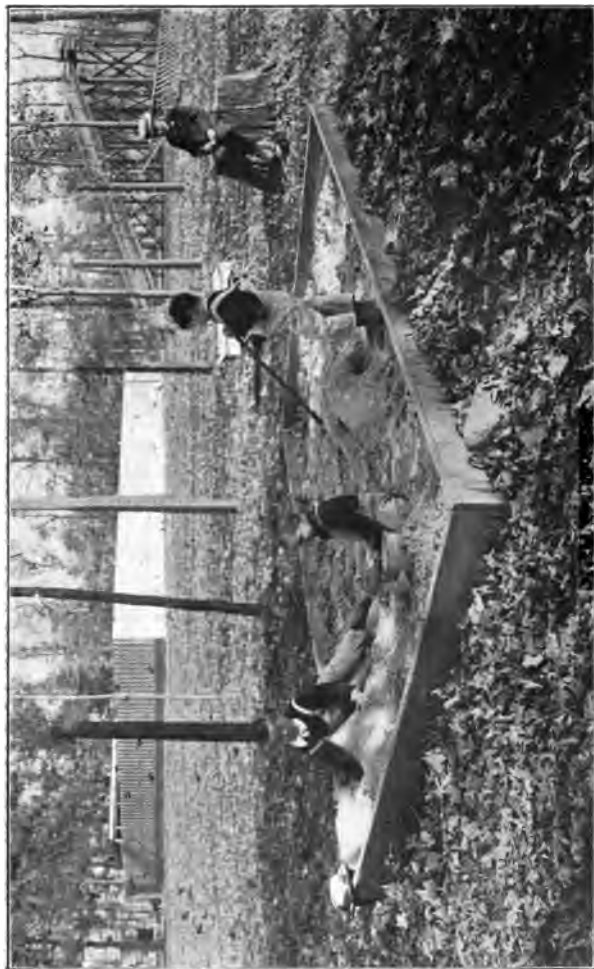
Physical defects in the past history of our educational work have often debarred children from obtaining the mental culture for which they have had the capability. Their real physical condition being unknown and consequently not provided for, they have been relegated to the dunce class and have been regarded by both teachers and parents as belonging to the list of incapables. Most commonly perhaps those who have been thus deprived of their education have had defective sight or hearing, but other physical defects have sometimes remained uninvestigated until the pupil's opportunity for education had forever passed. The cause for apparent dulness has been overlooked or

Education—The Old and the New

more commonly unknown to parents and teachers, and so these poor discouraged boys and girls having had such terms, as "dunce," "blockhead," "numskull," "idiot," etc., applied to them so continuously as to convince them finally that their cases had become hopeless, have drifted into a state of discouraged imbecility.

As successful journalism is a fair representation of its patronage, the following clipped from an editorial shows the trend of public opinion and is certainly gratifying to all who are interested in the welfare of humanity. It is taken from a popular daily paper of July 26, 1911:

"The same public vigilance which puts youth through school, that good citizens may be made, will one day soon put youth through the healthful exercise of its play spirit, as a necessary development of the



THE SAND BOX.

This very simple apparatus is a source of continual delight to little children, as every one who has been at seaside resorts will recognize. By dampening the sand it can also be used to illustrate topography in teaching physical geography.

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ANNUAL

Education—The Old and the New

same process of making good citizens.

“Boys and girls should be playing ball and tennis and taking gymnasium work and hearing good outdoor musical concerts in and upon premises owned by the public as an investment in good citizenship and as a solution of the vexed problem of giving youth the good time which it naturally seeks, and which it too often indulges to its destruction.”

CHAPTER XIX.

CAUSES FOR DEFECTIVES AND INCAPABLES.

It is safe to predict that when defective children are cared for as strictly as the grading and other school requirements are, the efficiency of our schools will be enhanced to a degree of which we can now have no adequate conception.

As an indication that the physical well-being of the pupils of our schools is being considered by the leaders of advanced thought, the writer quotes here the following synopsis of the resolutions adopted by the World's Congress for the discussion of the treatment of that dreadful scourge of the human race, tuberculosis; as reported in the daily papers after its adjournment on Oct. 12, 1908:

Education—The Old and the New

“Among the results of the labor of the gathering was the adoption of a resolution recommending the obligatory registration of all classes of tuberculosis; indorsing well considered legislation for the regulation of factories and workshops; the abolition of premature and injurious labor of women and children, and the securing of sanitary dwellings so as to increase the resisting power of the community to tuberculosis and to other diseases. Other resolutions endorsed personal and school hygiene in all schools for training teachers; the establishment in colleges and universities courses of hygiene and sanitation; the establishment of playgrounds as an important means of preventing tuberculosis; the establishment of hospitals for treating advanced cases; sanatoria for curing cases and the establishment of dispensaries and day and night camps for ambulant cases

Education—The Old and the New

which cannot enter hospitals and sanatoria."

Those wise and philanthropic men also looked forward and predicted that "When sanitary chemistry will be taught to our girls in school, our homes will be healthier."

The writer is aware that these quotations do not all bear upon the teacher's duty, but it seems necessary to show some of our readers that the teacher is considered whenever the welfare of society is discussed.

The following is taken from a daily paper of Oct. 12, 1908:

"William H. Allen, secretary of the bureau of municipal research, enumerates in *North American Review*, ten steps for the protection and physical welfare of children in school which constitutes a program that is immediately practicable in all the states:

1. A thorough physical examination of

Education—The Old and the New

all children of all schools, public, private and parochial.

2. Notifying parents and family physician as to children's needs. That tens of thousands of records of defects piled up at health headquarters do not help children has been conclusively proven in New York.

3. "Follow-up" notices with visits to inform and to persuade parents to correct defects and to remove their causes.

4. Enforcement of existing laws and securing proper authority, where this is lacking, to compel obstinate parents to take necessary steps.

5. Periodic examination of school children during school life.

6. Physical examination of children when applying for work certificates.

7. Use of information gained regarding physical effects of bad living conditions,

Education—The Old and the New

to secure enforcement of tenement laws, restriction of hours of labor, control of dangerous trades, prevention of child labor.

8. School buildings and school curriculum should be so constructed and so managed that they cannot themselves either produce or aggravate physical defects.

9. The effect of school environment and school requirements upon the child should be constantly studied. Teachers should be examined and re-examined for their vitality, which exercises an important influence upon that of the pupil.

10. Hygiene should be taught so that children will learn their rights and how to maintain them."

These are but samples of the trend of public thought toward placing a portion of the responsibility for public health

Education—The Old and the New

upon the teachers. Hence in the preparation of teachers for their profession our Normal Schools, in addition to the training for imparting literary instruction, should train them as nurses also.

That the physical director should superintend and direct the instruction given in anatomy, physiology and hygiene given in our schools is not only reasonable but seems also the only rational method. The work in these two departments certainly coördinate more intimately and with greater practical necessity than most other subjects in the usual curriculum.

The school work which contributes to the public health may be and quite properly is to be classed as utilitarianism. Well, let all such utilitarianism be promoted. Then will ethics receive an impetus heretofore unknown. This position is taken not only because it is both tenable and

Education—The Old and the New

profitable but also because teachers who have opposed utilitarianism have done so by making the false claim that it would tend to exclude the fine arts from the curriculum. Such teachers forget that a healthy normal child can accomplish more in an hour than a defective one can in a day. Then let teachers be especially careful to qualify themselves in all that pertains to the physical betterment of the race, and energetically and enthusiastically do what lies within their power to improve those under their care in their physical well being, and the prosperity of our country will be assured for all coming time, political dissensions to the contrary notwithstanding.

This remark from a prominent New York principal is worthy of careful thought.

"Of course, we need physicians to examine our children and to teach the

Education—The Old and the New

parents, but many of the principals believe that our school curriculum and our school environment manufacture more physical defects in a month than all your physicians and nurses will correct in a year."

This statement should cause all superintendents and other school officers to investigate very carefully the present status of the courses of study, grading, discipline, and last but not least important, the sanitary condition of buildings, water supply, including drinking cups, and all else which may affect the health of teachers and pupils.

It goes without saying that defectives who are really and truly such should be educated in institutions adapted to their needs, and *only* there. Never should they be compelled to attend the ordinary public school where the environment tends

Education—The Old and the New

toward their discouragement. Their inability to keep their places in the regular grades with profit to themselves interferes seriously with the advancement of those who are capable.

NOTE—The portraits of the children given in connection with the subject of physical culture and school health are of those who have been sufficiently cared for so that both their physical condition and their mental state are as near as possible normal; hence, prepared for further advancement in all that makes life worth while.



DOMESTIC SCIENCE.

This, the art of the preparation of food, well deserves to be classed among the sciences as well as among the arts. The health of a people is an all important factor in their efficiency and their consequent prosperity and happiness.

It is a source of gratification to note that many of our grammar schools are giving training in this most practical science for the promotion of health.

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CHAPTER XX.

PUNISHMENTS.

The following from Dr. Johnson of dictionary fame, is a fair specimen of the old and faulty method of administering discipline among pupils.

“He used to beat us unmercifully; and he did not distinguish between ignorance and negligence; for he would beat a boy equally for not knowing a thing, as for neglecting to know it. For instance, he would call up a boy and ask him the Latin for candlestick, which the boy could not expect to be asked. Now sir, if a boy could answer every question, there would be no need of a master to teach them.”

Comment upon such punishment is unnecessary. Suffice it to say, that even

Education—The Old and the New

as late in history as the recollection of the writer it was very common to see the "Master" with whip in hand "all the day long," looking about him for an opportunity to administer "government." Such gross and inhuman injustice was committed in schools in his immediate neighborhood, but never in the schools which he attended. His schools were spoken of derisively as "silent" schools, or, more commonly as "Quaker" schools, to distinguish them from the prevailing "loud" schools of that period.

It is desirable that the school should be managed without punishments of any kind, but, under present conditions, it seems almost impossible to manage some schools without them. Some form of punishment seems absolutely necessary for some cases. The writer has very rarely inflicted any painful punishment

Education—The Old and the New

during the many years of his experience and never used the ferule, the dunce block, the dunce cap, nor, indeed, any of the more ancient and injurious methods.

It is a well established principle of genetic psychology that whatever act in which a child indulges for the pleasure which he gets from such indulgence will be repeated unless the experience following such act be disagreeable enough to be prohibitive. "A burnt child dreads the fire" is a proverb by which educators may profit when considering this question.

To illustrate: Should a child so behave among his fellows as to become offensive or corrupting, morally, the natural punishment, after he is shown the nature and effect of his offense, is to deprive him of the privilege of associating with his playmates for a time limited by his, the pupil's, future behavior. The minimum time for

Education—The Old and the New

such deprivation of privileges should always be mentioned with the provision that his future conduct and the attitude which he exhibits shall determine how long the time may be extended beyond the minimum limit. One very important feature of carrying out this method of punishment is to wait for the pupil to come to the teacher and make his voluntary confession. Coaxing a child into confessing a fault with promise of amendment of conduct seldom effects a change for the better, but if he knows that he must continue his abstinence from the enjoyment of the society of others until he is willing to comply with the terms required, he does more effective thinking than all the coaxing or lecturing could induce him to do. The best way is to seem not to notice his continuing under punishment at all, until he appears at the desk and makes his con-

Education—The Old and the New

fession. At the opening of the next session of school after his confession, with the offending pupil present, the teacher should make a statement of the simple facts of his confession and of his promises of amendment of conduct, that all may understand upon what terms he has been released; the entire transaction being given from first to last in such a manner that the best moral effect may be produced upon the school.

It may be possible that some objection would be raised against such a mode of punishment being administered. All teachers of much experience, have heard that "My boy never does nothin' wrong," and are prepared for objections. The Irish mother did not object to having her child whipped, but, in her own dialect, she forcibly expressed her sentiments thus:

"Oi shouldn't 'av moinded it, sor, at all,

Education—The Old and the New

at all, sor, if ye had bate him wid a shtick for Oi bates him mesel', sor, but Oi can't have him do the humbling wor-r-k of swaping at all, sor. Now ye understand thot, don't ye, sor?"

Insubordination, open rebellion, or flagrant violation of decency, demand more stringent methods of treatment. They demand something more effective than suspension too. Of course, suspension is the only method available where corporal punishment has been abolished. The wiser plan is to permit corporal punishment under carefully guarded restrictions. Then the slum boy will not be likely to say to the principal as some have said, "I'll do as I like and you dassn't tech me."

From Page's "Theory and Practice of Teaching" the following is just as applicable now as it was when it was written:

"Perhaps no language of mine can so

Education—The Old and the New

well represent the concurrence of circumstances making corporal punishment necessary to our schools as it has been done by the Hon. Horace Mann in his lectures on school punishments."

" 'The first point,' says he, "which I shall consider is, whether corporal punishment is ever necessary in our schools.

" 'As preliminary to a decision of this question, let us take a brief survey of the facts.

" 'We have in this commonwealth, (Massachusetts,) above one hundred and ninety two thousand children between the ages of four and sixteen years.

" 'All of that portion of these children are not only legally entitled to attend our public schools, but it is our great desire to increase that attendance, and he who increases it is regarded as a reformer. All of that portion of these children who

Education—The Old and the New

attend school, enter from different households, where the widest diversity of parental and domestic influence prevails, the children enter the schoolroom, where there must be comparative uniformity. At home some of these children have been indulged in every wish, flattered and smiled upon for the energies of their low propensities, and even their freaks and whims enacted into household laws. Some have been so rigorously debarred from every innocent amusement and indulgence, that they have opened for themselves a way to gratification through artifice and treachery and falsehood. Others from vicious parental example, and the corrupting influence of vile associates, have been trained to bad habits and contaminated with vicious principles ever since they were born; some being taught that honor consists in whipping a boy larger

Education—The Old and the New

than themselves; while others, that the chief end of man is to own a box that cannot be opened and to get enough money to fill it; and others again have been taught upon their father's knee to shape their young lips to the utterance of oaths and blasphemy. Now all these dispositions which do not conflict with right more than they do with each other, as soon as they cross the threshold of the school-room, from the different worlds, as it were, of homes, must be made to aim at the same results. In addition to these artificial varieties, there are natural differences of temperament and disposition.

“ ‘Again: there are about three thousand public schools in the State, in which are employed in the course of the year about five thousand different persons as teachers, including both males and females. Excepting a very few cases, these five thous

Education—The Old and the New

and persons have had no special preparation or training for their employment, and many of them are young and without experience. These five thousand teachers then, so many of whom are unprepared, are to be placed in authority over one hundred and ninety two thousand children, so many of whom have been perverted. Without passing through any transition for improvement these parties meet each other in the schoolroom, where mutiny and insubordination and disobedience are to be repressed, order maintained, knowledge acquired. He, therefore, who denies the necessity of resorting to punishment in our schools,—and to corporal punishment, too,—virtually affirms two things,—first that this great number of children, scooped up from all places, taken at all ages and conditions, can be deterred from the wrong and attracted to the right without punish-

Education—The Old and the New

ment; and, secondly, he asserts that the five thousand persons whom the districts employ to keep their respective schools, are now and in the present condition of things, able to accomplish so glorious a work. Neither of these propositions am I, at present, prepared to admit. If there are individuals—and we know there are such—so singularly gifted with talent, resources, and with the divine principle of love, that they can win the affection, and, by controlling the heart, can control the conduct of the children who for years have been addicted to lie, to swear, to steal, to cheat, to fight, still I do not believe there are now five thousand such individuals in the State whose heavenly services can be obtained for this transforming work. And it is useless or worse than useless to say that such or such a thing can be done, and done immediately without pointing

Education—The Old and the New

out the agents by whom it can be done. One who affirms that a thing can be done, without reference to the persons who can do it, must be thinking of miracles. If the position were that the children *may* be so educated from birth, and teachers *may* be so trained for their calling as to supercede the necessity of corporal punishment, except in cases decidedly monstrous, then I would have no doubt of its truth; but such a position must have reference to some future period which we should strive to hasten, but ought not to anticipate."

Our legislators have attached penalties to laws enacted to preserve order and to prevent injustice and immorality. These laws are supposed to be for the government of the adult population; and yet those for school government propose to prohibit the penalty which is most effective

Education—The Old and the New

in preventing violations even of the moral law; because, as they contend, children can be governed, in all cases, by love. Why not control adults in the same way? It may be said that pupils are young and unsophisticated. Young? Yes, but, unfortunately, often trained in vice by their street education until inhibition by heroic treatment becomes the only effective remedy by which to secure obedience.

As to suspension—two difficulties lie in the way of making it effective:

First; the school officers to whom a case is referred are frequently inclined to hear but one side, the boy's side of the case, and to reinstate him. He then becomes a leader of mutiny, because he is the hero of the event, claiming to have outwitted the teacher. Having been once victorious, he is ready for any sort of a lark just for the fun of the thing.

Education—The Old and the New

Secondly; if, on the other hand, the teacher is sustained and expulsion is the decision, the expelled pupil loses the education which he so much needs; unless, however, it is also provided that expelled pupils must be sent to reform school. In the administration of the suspension and expulsion method, this seems to be the only rational manner of the final disposition of such cases.

Corporal punishment by the use of the rod for every trivial offense, as it was practiced a hundred years ago, should never be permitted; but when gross offenses occur which gentle means have failed to suppress, then, and only then, should it be administered. The writer limited its application to the two offenses: (1) profanity or obscenity, when other means failed; and (2), to wilful disobedience.

Education—The Old and the New

The moral effect upon a school is better conserved when the pupils *know that there is a limit* beyond which they cannot pass with impunity. It is with them as it is with adults in a community; there are evilly disposed individuals who, if held in check by fear of the consequences of their evil doings, make fairly good, well-behaved members of the body politic. The school is but a political body in miniature, and should be treated as such.

The good citizen can truly and honestly say that laws with penalties attached do not affect him because he has no temptation to violate them. The dishonest man will most probably *say* the same, but such laws are necessary nevertheless.

In this discussion something may be said of law abiding men who violate the moral law, when by a transaction in business, they deliberately plan to evade, *and*

Education—The Old and the New

do evade statute law. Such conduct is certainly wrong and no censure is too severe against it. The teacher will find by experience that such miniature men are very often found among schoolboys. It is a most disagreeable part of the teacher's duty to deal with such cases. The pupil who is constantly endeavoring to annoy the teacher by some prank which is not "against the rules" gives the teacher one of the hardest problems to be met and solved in school. That such a pupil should not be able to justify himself by the plea that nothing had been said forbidding the conduct of which he had been guilty, it sometimes becomes necessary to add a rule covering such cases, so as to be prepared for a repetition of the offense. This is burdensome both to the teacher and to the well disposed pupils of the school. It is better, however, that it

Education—The Old and the New

should be done and done promptly, too.

In one case, and in one only, in the entire course of the experience of the writer, he made a rule which was specially applied to but one pupil in the school:

Complaints had come to him frequently of petty thefts perpetrated in the fifth grade. The accusations were against the same individual every time. When confronted by the accuser, he would first deny the charge. After seeing the array of witnesses, and after finding the property upon his person, he would make the plea that he had "found it." The rule made was that he was not permitted to take for his own, anything that he might find until the teacher or the principal should first endeavor to find the owner. The probable penalty for the violation of this rule was given in this peculiar case, and, but a few days afterward, was duly administered.

Education—The Old and the New

This was not a case of "Spare the rod and spoil the child," by any means. It is sufficient to add that the castigation which he received put a quietus upon the petty thieving, and certainly did it without injury to the boy in any respect.

It is generally conceded that the boys of the present period, almost universally, lack reverence for God, and show little respect for parents; nor, indeed, for any authority, except perhaps for written law with the penalty attached. Many of them, unfortunately, show no respect for law except that which comes from fear of detection. Such boys seem to regard a police officer as an enemy, and use the name, "Cop," derisively, in speaking of him, and would, if they dared use it in speaking to him. Whether or not the abolition of corporal punishment has had any influence in forming the character

Education—The Old and the New

of such boys may not be fully known, but judging from their usual conduct they are kept in such order as they exhibit at their best, by fear. It is not necessary to punish much however, but to punish judiciously. In the writer's experience he was not compelled to whip an average of one boy each year.

Should a schoolgirl who reads this chapter on punishments feel that her sex has been slighted because boys have been mentioned so frequently and girls not mentioned, the author begs leave to state that he never whipped a girl in all his fifty-four years' experience. Such a school-girl will surely be satisfied with this apology for not mentioning her kind.

It is no pleasure to show that such a state of human society exists as has been claimed in this discussion, but it *does* exist nevertheless, and the exigencies of

Education—The Old and the New

the case must be carefully studied and must be as carefully met by some kind of treatment. Moral suasion should be tried first, of course, but should this fail, under the proposed plan of not permitting corporal punishment, nothing is left but to suspend the rebellious, disobedient, or obscene and profane pupil.

By personal experience as a teacher in the City of New York, the writer has had such ample proof of the character of a large number of the scholastic population of that city that he believes that it is even *now* a mistake to undertake to manage the city schools without, in some cases, resorting to corporal punishment.

In conclusion, it may be advised that teachers should so manage as to avoid the occurrence of anything requiring either corporal punishment or its substitute, suspension. This plan can be promoted by the

Education—The Old and the New

teacher's observance of the following rules:

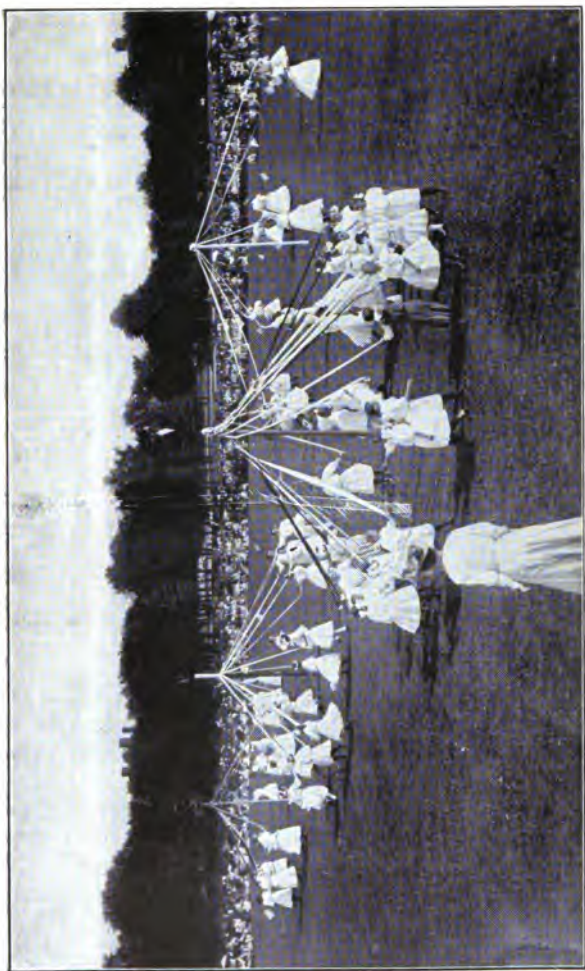
1. Make but few rules for the government of the school and only those which may become absolutely necessary.
2. Make these rules only when a case occurs requiring their enactment.
3. Avoid attaching penalties to rules. Leave yourself free to choose penalties when they are required.
4. Make no threats.
5. Be careful to use no language in addressing a pupil but such as you would regard courteous if addressed to yourself.
6. Never abuse your power over your pupils. Use even your legal power sparingly. Abuse weakens it.
7. Do as you would be done by.

One rule for the government of the pupils may be made with propriety at the open-

Education—The Old and the New

ing of school on the first day of the teacher's acquaintance with her pupils, and it is really the best policy that it should be done. It is this: DO RIGHT.

May of California.



THE MAY POLE.

One of the very best exercises, especially during the spring, summer and autumn months.

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ANNOUNCED

CHAPTER XXI.

MORAL TRAINING. THE OLD. SOME FAULTS.

By the term "Old" used here it is not intended to include the Renaissance nor even a few centuries later, as the comparison of those ancient days with present methods of training may not be profitable.

Many faults certainly existed in the methods of giving instruction in morality as practiced a century ago, and even the teachings of half a century ago, hence they deserve mention.

One hundred years ago the Bible was the book from which reading was taught. It must have been a very difficult task for the child who had learned to read only the few simple sentences in the primer and the spelling book to read the genealogies

Education—The Old and the New

or about Shadrach, Meshach and Abednego, or, as the stuttering boy who had been instructed privately by a mischievous schoolmate to read the names, "Sh-sh-sh-shadrach, M-um-um-um-me-shach and To-bed-we-go." Many amusing tricks have been related about conning over the lessons of the Bible in the "loud schools" where the mischievous boy, under pretense of diligent application, was merely repeating some travesty on the Bible to amuse those nearest him. Such irreverence was certainly reprehensible, but the "Master" usually punished the laughing victims instead of the *real* offender. So the affair was disposed of after the faulty manner of the "Good Old Times."

In some of the states it is still lawful to read the Bible in the public schools, "provided, however, that the aforesaid reading shall be without comment."

Education—The Old and the New

Later when Sunday schools were organized, the teacher in the common schools was emboldened to ask questions and to give some instruction as to the meaning of the passages read. This, however, was after the Bible had ceased to be used for the purpose of teaching reading, and after the adoption of other readers, graded, or intended to be graded, to suit the ability of the child. "The Testament Class" was still heard to read once a day, however, and was made up of the three highest grades in the school, if they could be called grades in an ungraded school. Their proficiency in reading was about the same that we find now in the seventh, eighth and ninth grades of the grammar school. This method was still in vogue as late in history as the writer's own common school experience. So long as the Scripture reading was confined to

Education—The Old and the New

the New Testament it seems to have served a good purpose. Indiscriminate selections from the Old Testament were not suitable for the common schools, for various reasons, nor were such used during this period.

Another fault of the Old *regime* for teaching morality was the code written out by the school committee to be read by the "Master" every morning at the opening of school. The plan may have had some moral effect, however. Perhaps it may have had a deterrent influence upon some pupils, but when child study revealed the psychological principle of *suggestion* as an incentive to wrong-doing the formal code was discontinued.

As to the text found in the school readers of the last half of the nineteenth century, or, at least, the greater part of this period, a whole chapter is insufficient to do it justice.



INDOOR BASEBALL.

Even in populous rural districts inexpensive wooden buildings can be provided for this favorite exercise and others of like character. The inclemency of the weather often is such that really healthful exercises are impossible unless these sheltered accommodations are furnished.

TO THE ABSTRACT

CHAPTER XXII.

MORAL TRAINING. SOME OF THE OLD WHICH SHOULD HAVE BEEN RETAINED IN THE NEW. THE CHARACTER OF TEXT BOOKS ON READING.

Doubtless many old people overestimate the "Good Old Times" of their childhood and youth, and the expression, "When I was a boy," may have been used often to introduce an overdrawn picture of social life in the past, but the writer, while admitting his age to be such that he may be classed among old men, has been careful to make statements not wholly based upon his memory, having procured school readers of the same kind he himself used sixty-five to seventy years ago.

Education—The Old and the New

At that time the text book contained well written articles against intemperance and war, and much of the subject matter favored Christianity and so led the child to discriminate between right and wrong, even should the teacher be not inclined to comment upon the reading.

The readers to which reference has been made and which the writer used were the McGuffey's Series.

As a sample of their contents, the Third and the Fourth Readers only are here commented upon, these being of the grade used in the classes composed of children whose age and literary capability made it the most important period for the proper development of moral character.

Three selections from the Bible found in the Third Reader are, first, "Extracts from the Sermon on the Mount," bearing directly upon the ethical department of

Education—The Old and the New

education; second, "Solomon's Wise Choice," an excellent lesson to direct a laudable ambition; and third, "The Goodness of God," taken from the Psalms, an excellent teaching in the much needed principle of reverence.

The publisher makes this statement in his preface to the Fourth Reader:

"From no source has the author drawn more copiously than from the sacred Scriptures. For this certainly he apprehends no censure. In a Christian country that man is to be pitied, who, at this day, can honestly object to imbuing the mind of youth with the language and spirit of the word of God. Among the selections from the Bible are some elegant specimens of sacred poetry, as arranged by Bishop Jebb and Dr. Coit."

Eleven selections from the Bible are found in this reader of the same general

Education—The Old and the New

character as those found in the Third Reader, besides the sacred poetry to which reference is made in the preface.

From the Third Reader, the following truism is of so great value in the formative period of youth that its excellence can hardly be overstated:

“If all our hopes and all our fears
Were prisoned in life’s narrow bound;
If travellers through this vale of tears,
We saw no better world beyond:

Oh what could check the rising sigh?

What earthly thing could pleasure give?
Oh, who would venture then to die?

Oh, who could then endure to live?”

From a lesson entitled “Short Sentences” the following quotation shows their general character:

“If you forget God when you are young,
God may forget you when you are old.”

Education—The Old and the New

"It will cost something to be religious; it will cost more not to be so."

"We may expect God's *protection*, so long as we live in God's *bounds*."

"There are no principles but those of *religion*, to be depended on in cases of *real distress*; and these are able to encounter the worst *emergencies*, and to bear us up under all the *changes* and *chances* to which our lives are subject."

A lesson on "The Character of Jesus Christ" closes as follows:

"These were the circumstances, which gave our blessed Lord the authority with which he spake. No wonder then that the people were astonished at his doctrines."

"The Golden Rule," is the title of a most pathetic story of a little girl's temptation to be dishonest. These passages are near the close of the lesson:

" 'No, sir, I thank you,' said she; 'I

Education—The Old and the New

do not want to be *paid* for doing right; I only wish you would not think me dishonest, for, indeed, it was a sore temptation.' The heart of the selfish man was touched. 'There be things which are little upon the earth, but they are *exceeding wise*,' murmured he, and entered his house a sadder, and, it is to be hoped, a better man."

Another story, "The Noblest Revenge," or the application of the Christian principle of returning good for evil, is full of interest to the child, and shows how obedience to this Christian injunction can be made practical.

A few lines from "Consolation of Religion to the Poor," are quoted to show the general trend of its teaching:

"There is a mourner and her heart is
broken;

Her only hope is in the sacred token

Education—The Old and the New

Of peaceful happiness when life is o'er.
She asks not wealth, nor pleasure, begs
no more

Than Heaven's delightful volume, and the
sight

Of her Redeemer. Skeptics, would you
pour

Your blasting vials upon her head, and
blight

Sharon's sweet rose, that blooms and
charms her being's night?"

These quotations show something of the character of the moral training given by the Old method. There are about a dozen other lessons in this Fourth Reader of a similar character. Sixty-three lessons of a religious, hence an ethical character, suited especially for a higher grade of pupils, are found in the Fourth Reader. They are so excellent in their efficiency when used by the conscientious teacher

Education—The Old and the New

that the writer finds it difficult to refrain from quoting further. He knows this, however, that they have exerted a continual influence upon him, through, what seems to him, a long and eventful life.

CHAPTER XXIII.

MORAL TRAINING. THE NEW. THE FAIRY STORY. THE SCHOOL LIBRARY.

The claim that the very best teachers should be selected for the primary grades is most reasonable, certainly, but it is just as wise to select the best possible matter to be taught in the beginning of school life. Hence much care should be exercised in planning this part of the school course.

The method now prevalent is to begin with the marvelous in the story. The primitive method of *telling* the child stories of goblins, ogres and their like, after the manner of savage tribes, is now practiced. These are called "Fairy Stories," though the word "Fairy" seems most

Education—The Old and the New

inappropriate in most cases. The plan appears to be to interest the child regardless of the consequences of the impressions made upon its mind.

Æsop's Fables were designed to teach lessons in human experience, but our modern authors have reached the height of their ambition seemingly, when they have excited the wonder, the astonishment of the child to the greatest possible extent. When asked why such teaching is introduced thus early, the advocates of this scheme of primary education will reply at once that it is for psychological effect. It is for the purpose of cultivating the child's imagination. The fine arts must be cultivated or education fails of its purpose, they say, and that a vivid imagination is absolutely necessary to this end. Such educators treat this subject as if imagination was the most im-

Education—The Old and the New

portant faculty of the human intellect ; and that it must be built up, "made to order," so to speak, in early childhood as a necessary means to secure culture in the adult. Did Shakespeare, Milton, Sir Walter Scott, and his countryman, Robert Burns, receive this sort of modern training in their childhood that they have become so conspicuous for their fine poetic imagery?

The practical psychological effect of this feeding the intellect with absurdities so far beyond the believable that the child with normal reasoning powers brands them at once as false, creates a false criterion from which to form a judgment as to the value of the subject of history, science, etc., in the subsequent grades of school life. Others whose natural proclivities tend toward selfishness are thus taught to regard truth as of little value,

Education—The Old and the New

because they have received training in the direction of "romancing" as lying is politely termed among extremely fashionable people. Thus is the very basis of good citizenship corrupted at the very beginning of the child's school life. We have already enough of the Ananias and Sapphira class, and do not need to instruct our little ones in the art of lying in order to add to their ranks.

As to the place of the story in our schools and as to the benefit to be derived therefrom, the writer concedes its potency as a factor in school work, but are there not enough true stories to supply the demand? Are there not enough incidents in the lives of our great men and women to furnish material to inspire the child with emulation to live a noble life, and so start in the school work with a high aim, with a patriotic purpose to live such a

Education—The Old and the New

life that the world will be the better for his having lived in it?

“Lives of great men all remind us,
We can make our lives sublime,
And departing leave behind us
Footprints on the sands of time,
Footprints that perhaps another
Sailing o’er life’s solemn main,
A forlorn and shipwrecked brother
Seeing shall take heart again.”

At a more advanced stage in the progress of the pupil, he is encouraged to use the school library. Now if the books for the pupils’ use have been carefully selected with a view to the promotion of thoroughness in the subjects studied in the school course, this is certainly commendable. If, on the other hand, the library is made up of works intended to please a fiction-loving public, past school

Education—The Old and the New

age, they are not suitable for a *school* library. Standard authors may have been selected but the mental and moral constitution of the learner may be fearfully warped and distorted while in the formative period of childhood and youth by reading of the actions of the most criminal and morally corrupt whose characters are portrayed even by some of the so-called "standard authors." Blood-curdling narrative in fiction interests the young mind to such an extent that some sympathy is aroused in favor of even the hunted criminal. Familiarity with crime is not conducive to the standard of morality which produces good citizenship.

In Pope's "Essay on Man" the following passage occurs:

"Vice is a monster of so frightful mien,
As to be hated, needs but to be seen;
Yet seen too oft, familiar with her face,

Education—The Old and the New

We first endure, then pity, then embrace."

**The application of the foregoing stanza
to the study of literature is obvious.**

CHAPTER XXIV.

THE NEAR NEW.

The true purpose of education being the development of all the powers that will contribute to the general good of humanity, it becomes necessary to cultivate them all.

It is appropriate to quote from Mac-Vicar's "Principles of Education" what seems to the writer to be axiomatic.

"In view of the power and ever operative nature of the law of reflex action it is evident that the physical and intellectual cannot be symmetrically developed independent of a corresponding and parallel development of the moral and spiritual natures."

In our fathers' day the Bible was a

Education—The Old and the New

school text book. In some places now, in this so-called Christian country of ours, the Bible is almost entirely excluded (entirely from one state) from our public schools, and in places where it is read, no comments are permitted, even to show the origin of moral law. Some men high in authority, even claim that morality should not be taught in our public schools. Recently an edict has gone forth, in one of our large cities, that the name of Christ shall not be mentioned in any of its public schools by any teacher. These rulings would seem to indicate that we are retrograding in the scale of civilization. This would be true if such sentiments and actions were sure to prevail; but we hope that they will not. Some one who reads this may say: "O, I don't believe that there is any danger." For the purpose of showing that there lurks a possible danger,

Education—The Old and the New

the following illustration is to the point:

The writer in taking a course in the University Extension in New York, was shocked at the answer by a professor who was lecturing to a class of teachers of which he was a member. A principal of one of the public schools asked him how far a teacher is responsible for the moral training of pupils. The answer was given in a most emphatic manner:

"The teacher is in no way responsible for the pupil's moral training. It is none of his business. I despise this preaching morality to pupils." He was then asked if incidents might not occur in the school when it would become necessary and hence incumbent upon the teacher to give instructions in morality. "No!" was the reply, "Never! It is impossible that anything could occur to call for moral instruction."

Education—The Old and the New

It is fortunate, however, that laws have not been enacted to prevent teaching morality in our public schools except indirectly by the exclusion of the Bible as has already been stated.

Notwithstanding this eminent professor's answer to the last question given in the incident related, it is gratifying to be able to quote a better authority on the other side of the question. This is from a paper by Mr. Hamilton in the report of the N. E. A. for 1907. It is as follows:

"Exercise is the universal law of development. On the physical side it gives strength of muscle; on the mental side, strength of mind; on the moral side, strength of character. Every day affords numerous opportunities for the exercise of this law; occasions when the pupil may be honest or dishonest, truthful or false, generous or selfish, candid or deceitful,

Education—The Old and the New

morally courageous or cowardly, and the teacher who would do the most for the future citizenship of the nation should not permit these opportunities to pass without inducing the child to exercise these so-called civic virtues."

The people are taxed for the support of the public schools with the plea that it is more economical thus to prevent, than to punish crime. While it is admitted that general literature with its accompanying culture tends to elevate above criminal proclivity, we have reason to believe that if moral instruction was entirely excluded crime would very perceptibly increase. As the matter now stands, culprits whose literary attainments are of no mean character are frequently brought before the criminal courts, although the schools have afforded some opportunity for their moral training.

Education—The Old and the New

From a paper contributed by W. E. Chancellor, Report of N. E. A., 1907, a very concise description of the criminal is given:

"The criminal is simply the man who is intelligent and efficient without being wholly moral. The more his education in intelligence and efficiency is disproportioned to his education in morality, the worse for himself and the world."

It is not what a man *knows* but what he *is*, that determines his character.

In answer to the usual objection to giving moral instruction—the lack of time—it may be stated that much of the time used under the present curricula is devoted to subjects of doubtful value to the up-building of a better civilization. Of what practical use are the details of bloody battles in the study of history? Does a knowledge of these tragedies, the graphic

Education—The Old and the New

description of wholesale murder, help build up noble character?

It is true that teachers as individuals have in the past given moral instruction notwithstanding the many discouragements from those calling themselves educators; and though this may have been done, because incidents of the school work have demanded it, nevertheless *direct* moral instruction is needed.

It may be pardonable to add some thoughts from "School Management," by Emerson A. White, LL. D. Writing on obedience, he says:

"The fact remains that the two essential principles of obedience are love of God and love to man; and all duty flows from this dual source. Obedience is the fulfilling of the law, and that law is love."

Is there in all our country a church or a member of any religious organization

Education—The Old and the New

who could object to such teaching, even if it is based upon ethics taught in the Bible? Then why exclude Bible teaching when bringing it to bear as authority for moral training? As a corps of truly patriotic educators, teachers should regard themselves very fortunate in having such eminent writers supporting and encouraging them in all right doing.

The following resolutions passed by the N. E. A. in 1908 are also very encouraging:

“We earnestly recommend to boards of education, principals and teachers, the continuous training of pupils in morals and in business and professional ethics, to the end that the coming generation of men of affairs may have a well-developed abhorrence of unfair dealing and discrimination.”

The same body also expressed the following at the 1908 meeting: “The National

Education—The Old and the New

Education Association wishes to record its approval of the increased appreciation among educators of the fact that the building of character is the real aim of the schools.

“We hope for such a change of public sentiment as will permit and encourage the reading and study of the English Bible.

“The highest ethical standard of ethical conduct and speech should be insisted on among teachers.”

Later still, Nov., 1911, Gov. Osborn of Michigan, in addressing the State Teachers' Association said to the eight thousand teachers assembled before him:

“I come as the governor of the state, representing 3,000,000 people, to thank the most important body of workers that we have for what they have done.

“Some things you have done should

Education—The Old and the New

challenge the admiration of all the civilized world, and the chief among them is the adoption of the resolution that the Bible should be used as a text book in the schools.

"All that is best in our civilization is based upon the truths taught in the Bible, and if we are happier as a people and better as a nation, if we have accomplished anything that has lifted us above the level of the rest of mankind we owe it to what we have obtained from that inspired work. You cannot install the Bible as a text book in the schools without getting some good from it, and it is worth the trouble of your coming here to this convention just to place yourselves on record as favoring restoring the Bible and the Lord's Prayer to everyday use in the schools."

Encouraging as it is to have this im-

Education—The Old and the New

portant feature of character building advised from such an influential source, laws upon our statute books are necessary to give effect to these good resolutions.

The writer has quoted thus freely from our best educators that teachers may be encouraged to press forward in the course of giving their pupils that moral education which so well accords with the conscience of the Christian teacher. It gives moral support to teachers to know that a majority of our best citizens are in sympathy with them. Should pecuniary reward fail, a most sure and enduring reward awaits faithfulness in this department of school responsibility.

All true teachers will constantly keep in mind one most important rule of conduct on their part :

Do unto the child as you would that the child should do unto you were it

Education—The Old and the New

possible for you to exchange places.

Both teachers and school officers should remember that the school is no place for a man without principle.

In a sense, taxation without returning an equivalent is unjust. Hence all should be done that can be done to promote good citizenship and a consequent decrease in crime. Nothing short of this is just to the taxpayer. Besides these reasons there is another still greater, the promotion of the welfare of the pupil as an individual.

"Good Citizenship" by Julia Richman, District Superintendent of Public Schools for the City of New York and Isabel Richman Wallach, author of "First Book in English for Foreigners," etc., published by the American Book Co., supplies a much needed want in our educational system. Civics is a part of the curricula

Education—The Old and the New

in the most of our public schools, but it is found in the high school only, while it is a lamentable fact that but a small percentage of the children ever advance so far as the high school in their educational course. It is equally important to *all* that a practical knowledge of the duties of citizenship should be taught in some form to every pupil in our public schools. "A knowledge of things close at hand should be acquired first, and such knowledge should be made to include the personal relations of the child to the law."

This little book is written in language comprehensible to a child in the fourth grade as our curricula are usually arranged, but as a supplementary reader is adapted to any grade above this; or, in a teacher's hands, to any of the lower grades. It is more especially adapted to city schools



ELIZABETH HASTINGS,
Granddaughter of the Author.

She has passed the kindergarten and on up to the second grade. She has not been assigned "home work" yet except to help her mother about house-work which exercise is administered in moderation, producing excellent results so far

TO THE
AMERICAN

Education—The Old and the New

but may be used to great advantage in all our elementary schools. Teachers will do well to give it their careful consideration.

CHAPTER XXV.

TEACHERS' TRAINING SCHOOLS. UNIFORMITY OF QUALIFICATIONS.

Those institutions commonly called "normal schools" have accomplished more for the education of the masses than almost all other agencies combined. Their influence for good can hardly be overestimated; and yet it is fair to presume that there is still room for further improvement. We quote from an address found in the N. E. A. Reports for 1907, some prospective methods of education:

"I apprehend that in the next period of formal education there will be such internal changes in our courses of study as to make their ancestry almost unrecognizable. I anticipate this both because

Education—The Old and the New

of the as yet unspent force of psychology and sociology.

“The present scheme of one teacher for forty or fifty children for five hours a day, for five days in the week, and forty weeks in the year, with incidental home lessons to be taught by the parents will go by the board. Night work for pupils should be unknown. Individuals may benefit for a time; but the race never, the community never, the next generation never.”

Much more might be said of present injurious school methods, but the training school will doubtless attend to these matters; and properly trained teachers can and will exert their influence for good among school officers until progress will not only be possible but will actually be accomplished through their agency.

It is well that student teachers of the

Education—The Old and the New

normal school teach *real* classes under the supervision of competent instructors, and that they be criticized, (privately,) on their work; and, though no allusions to personal defects in teaching should be made by their associates, free discussions should be encouraged on the topics presented in the lectures given. Thus will the ideas and methods discussed be of much greater value than they could be from mere formal lecturing.

In imparting instruction to teachers under training, whether by lecture or otherwise, more care should be exercised in the discrimination of methods recommended for schools where text books are *not* furnished by the public nor by the parents, and those which *are* well supplied with them. Some teachers with certificates of graduation from some of our normal schools keep their pupils

Education—The Old and the New

of the first, second and third grades copying from the blackboard the greater part of the time. Now the blackboard, though an indispensable aid to the teacher, like other good things, may by excessive use become injurious. A child may be thirty or forty feet from the board, though ten feet would be far enough away to cause injury to the eyes, and can still see to copy, but it should be remembered that it does the work differently from the adult. Should the teacher copy the exercises, she would probably read an entire sentence and copy it before looking at the board again; or she would read the number 7,568,941 and copy it without raising her eyes to the board. Not so with the little one. It copies one figure or letter, or, at most, the next word, and so on through the tedious process. At each change from the read-

Education—The Old and the New

ing to the writing, a change must take place in the eye. The delicate muscles controlling the lens and the pupil of the eye must be contracted and relaxed. Hence it is not wonderful that we are having so many children in school who wear glasses. It is rather wonderful that the eyes of a greater number are not injured. When necessity compels the teacher to resort to this copying method, it may be used if care is taken to seat the children as near the blackboard as the arrangement of seats will permit; but when an abundant supply of suitable exercises for number work, etc., can be found in the text books, it is time wasted, and worse than wasted by both teacher and pupils to do this drudgery; especially is this the case when the teacher has the habit of keeping her back to the school while placing the work upon the board.



A KINDERGARTEN GAME.

A large number of kindergarten games can be used to advantage in the first grade of the primary schools.

TO THE
ABORIGINAL

Education—The Old and the New

It may be urged that she should not be confined to the book. True; but if it is found that some individual pupil needs a larger number of exercises than the text book supplies, or that the book is otherwise deficient, it is much better to place the added work upon paper or upon pieces of card board and allow the pupil to use these nearer to the eye, reserving board room for use during recitation. Pupils are usually fond of recitation board work. Besides it is one of the very best methods for testing the pupil as to his real knowledge of the subject under consideration.

CHAPTER XXVI.

THOROUGHNESS. MOTIVES OF APPLICANTS FOR A TEACHER'S COURSE.

Teachers should be trained to remember that the object of the recitation is to ascertain what the pupil really knows about the subject under discussion so that all deficiencies may be supplied by the instructor. Therefore that the testing should always be thorough. This thoroughness is not necessarily severity of discipline. Exactness in class discipline kindly administered is certain to command the respect of the class and secures the best possible progress in a given study. As an important part in the training of teachers this principle should be so impressed that no one receiving a certificate

Education—The Old and the New

of graduation would fail to put it into practice.

More care should be exercised in granting diplomas, or certificates of graduation. It is found occasionally that a graduate has failed to become thoroughly acquainted with the elementary branches needed in the primary department of our common schools. The writer remembers one of this class of graduates whose license to teach was issued upon the showing of a diploma from a normal school. This young lady had become alarmed because she had learned that the newly elected lady school commissioner for the county where she taught was intending to be more careful in issuing licenses than her predecessor had been and that *all* teachers were to be examined as to qualification. She decided to prepare for the ordeal and so applied to the writer who became

Education—The Old and the New

her tutor. She proved to be deficient even in the fundamental operations of arithmetic; and when asked how it could be possible for her to pass in arithmetic and so secure her diploma, she said that it was probably because the questions propounded to her were those to which she happened to remember the correct answers. She proved to be so intelligent that she made excellent progress for a time but surprised her instructor one day by telling him that she would pay for instruction up to date as she had been able to get a "pull" from the state capital for a state certificate. Her education was then and there completed and she felt herself forever free from undergoing the ordeal of an examination.

It has been said that "Poets are born, not made." This perhaps is just as true of the teacher. It may prove upon in-

Education—The Old and the New

investigation and the careful examination of the applicant for a normal school course that he or she may have no natural qualifications whatever for a teacher. What should be done in such a case? The problem, though a difficult one, should not be ignored. There are already more than enough ineffective teachers in the profession.

The candidate may intend to make teaching a mere "stepping stone" into some other profession. He may need pecuniary support while preparing to enter the profession of law or medicine. Such teachers are not needed and should not attempt to fill this most responsible of all vocations when thus making it the means of acquiring the privilege of stepping into another profession. Whatever may be the applicant's attitude as to future plans, the one thing needful is that

Education—The Old and the New

the object should be wholly a desire to become one of the most useful factors in the promotion of good for the human race.

At the very beginning of his first chapter on "Theory and Practice of Teaching," Page says:

"Perhaps the very first question that the honest individual will ask himself, as he proposes to assume the teacher's office, or to enter upon a preparation for it will be 'What manner of spirit am I of?' No question can be more important. I would by no means undervalue that degree of natural talent—of mental power, which all consider so desirable in the teacher's office. But the true spirit of the teacher—a spirit that seeks not only pecuniary emoluments but desires to be in the highest degree useful to those who are to be taught; a spirit that elevates above

Education—The Old and the New

everything else the natural capabilities of the human soul, and that trembles under the responsibility of attempting to be its educator; a spirit that looks upon gold as the contemptible dross of earth, when compared with that imperishable gem which is to be polished and brought out into Heaven's light to shine forever; a spirit that earnestly inquires what is right; a spirit that scorns all rewards of earth, and seeks the highest of all rewards, an approving conscience and an approving God; a spirit that can recognize and reverence the handiwork of God in every child, and burns with the desire to be instrumental in training it to the highest attainment of which it is capable—*such a spirit* is the first thing to be sought by the teacher, and without it the highest talent cannot make him truly excellent in his profession."

Education—The Old and the New

It is possible, however, that one may be honestly mistaken in his estimation of his ability and of his motives. An applicant of this character would be the most difficult of all problems of this kind. In other cases, especially those of the "stepping stone" variety, they should be warned at once of the inadvisability of treating the profession of teaching in this indifferent manner.

The writer visited a school in west central Iowa a few years ago and, approaching the school building, might have been pardoned had he supposed that he was about to attend a political meeting, so loudly did the teacher vociferate in communicating his instructions to his class.

He, the teacher, cordially welcomed his visitor and informed him very early in his conversation that he was a candidate



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Education—The Old and the New

for the office of County Superintendent of Public Schools. He probably thought that votes would be needed for his election and so seized time by the forelock and "electioneered" one who had no legal vote in the state at the time. He did not know this, however. Well, he *needed* the votes if he was to be elected but he never *received* any. Just before I left he became quite communicative and even confidential, asserting his belief that he had almost concluded that he had mistaken his calling, and that he was a born orator, and should be in the lecture field. To his first proposition, that he had "mistaken his calling," the writer mentally agreed most cordially; to the second he could not agree. Soon afterward this would-be-orator left the profession of teaching, went to Des Moines, the capital, to become a professional politician. He found his vocation,

Education—The Old and the New

it seems, for he was successful in obtaining office. (How, deponent saith not.) He probably thus reached the goal of his ambition.

While it is to be regretted that there are teachers who have mistaken their calling, it is charitable to believe in the honesty of their original intentions.

Perhaps, when all aspects of the problem are considered, a safe solution may be to receive *all* applicants for training as teachers. It is unfortunate, however, that any should attempt to enter the profession from unworthy motives. Yet such teachers may still be found teaching in the rural districts in many parts of our country. Our normal schools are the most potent forces, however, for the eradication of this evil; because, as a general rule, they are most likely to send out only those who are imbued with the

Education—The Old and the New

true spirit of the teacher as described by Mr. Page in the passage herein quoted.

"The counterfeit and the unfit cannot long stand in competition with the well qualified and the true."

Doubtless the conscientious prospective teacher who has, through careful self-examination, decided to take a full course of training before attempting to enter upon a life-work imposing so much responsibility, is most likely to decide to take a full course in a normal school as the necessary prerequisite to making the attempt to teach. Now, this seems very commendable because of the honesty and personal integrity of character so manifested by this kind of prospective teacher. It has been found, however, that training is more effective when it is taken after some experience. Hence it would seem best that a shorter course of training

Education—The Old and the New

should be given to those wholly inexperienced, to be followed by one year's teaching; after which the teacher's license might be suspended until the complete course is taken. This plan would seem to work hardship upon some teachers but the plan would be much better than the employment of those entirely without either experience or training. If this shorter course was a pre-requisite for obtaining a license of even the lowest grade, it would certainly work to the advantage of the *children* for whom our educational systems are provided; and it is certain that the stimulation to acquire the necessary training would be increased on the part of the normal student by such a course of procedure. The plan should be made compulsory by legislation. Teachers of some experience might object because they have never taken any training at

Education—The Old and the New

any time. To these this law might seem oppressive, but it would certainly work no hardship to the children who are supposed to be beneficiaries of educational law. Then let such teachers take a rest if they do not care to comply with the law. Should they comply, however, then let the state pay their tuition in the normal school. The law should further provide that teachers who have thus complied with the law for their training and afterward have continued in the service as public school teachers for a term of years specified in the law, should be retired upon their own request upon a pension of half their salary at the time of their retirement, after the manner practiced at the present time (1912) in the City of New York.

Surely these suggestions if put into practice would furnish sufficient incen-

Education—The Old and the New

tives to promote the efficiency of teachers beyond all precedent. All opposition to such an arrangement would very soon cease, for all would be affected alike in a very short time and the law would be just to all.



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CHAPTER XXVII.

TEACHERS WHO ARE OF THE RIGHT SPIRIT BUT TOO DIFFIDENT

Those who have the ambition to become first-class teachers and aspire to a profession in which the course of human life may be so directed for the mental, moral and spiritual good of not only the children in school but also for the betterment of the families from which they come, the communities in which the school is situated, should not permit such a laudable ambition to fail of its purpose through timidity.

This chapter is devoted to the modest ones who may imagine that their one talent, as they suppose it to be, is inadequate to the fulfilment of their day-dreams of future usefulness, and whose finances are

Education—The Old and the New

too meager to fit them as their consciences would dictate for so responsible a position.

Such should remember that as life is passing and with it golden opportunities, the time for action is the present. They should not despise the day of small things, should not consider their work in the "Little Red Schoolhouse" in a rural district too humble a beginning of a career which is fraught with so much of possibility. Small beginnings have often in the past resulted in great and glorious endings.

Suppose that even the ideal of scholastic qualification and training has not been attained; it must be remembered that education and training must continue throughout the teacher's entire professional life. Therefore, if not so well qualified in the beginning as might be best, such a teacher should determine to be a growing teacher, should not allow

Education—The Old and the New

any Teachers' Institute which is near enough to permit attendance to pass without getting all the good obtainable from it; should attend if possible a summer school for the training of teachers; then when it is rendered possible, attend some of the numerous normal schools which the states have so munificently provided. The expenses while attending these schools have in most cases been reduced to a minimum.

So ultimately will the noble ideal of the teacher be attained. Then when gray hairs shall bring a crown of glory to such a one, she will look back over her past life with so much satisfaction that she would not exchange it for the wealth of a millionaire. She may be poor in this world's goods, though not necessarily so, but infinitely rich in that which will last through all the cycles of eternity.

Education—The Old and the New

It has been assumed that one so devoted to the welfare of others through the agency of such a harmonious and in every way complete education and development of all the human powers and possibilities as is here assumed, would be most likely to end her life in poverty. This need not be. Even at the very lowest wages paid for teaching in the little country school-house something can be saved when the cost of living in such localities is known to be so small. Then in some of the cities like New York where the lowest salary paid is six hundred dollars a year, even for the first year, with an opportunity given for increase, on merit, the prospect is certainly encouraging. It is only necessary to do the work immediately in hand *well* and soon the salary may be doubled and even trebled.

The question may arise here as to

Education—The Old and the New

marriage, and as to that highest of all responsibilities devolving upon woman—motherhood, true motherhood. It may be safely assumed as a sound proposition that a woman after ten or twelve years experience in teaching is in a better condition of life to get married than the “sales-lady” who has been but a cog in the commercial machine, grinding out a mere pittance each week in reward for her monotonous drudgery. Yea, more, the teacher’s offers in marriage are one hundred per cent greater in number, and, better still, the quality offered is almost a thousand per cent better than that offered to the commercial lady. Besides the teacher-mother is doubly qualified to train the little ones whom God may give her, for a life of honor and a glorious immortality.

Then, dear teacher, do not grow weary in well doing but press forward to such

Education—The Old and the New

a brilliant mark in so noble a calling as this which moulds good citizenship and high purposes in a nation and contributes to the best of all else, a preparation for the ineffable happiness beyond mere terrestrial blessings.

CHAPTER XXVIII.

THE RELATION OF PRINCIPALS TO SUBORDINATE TEACHERS.

Extremes in any direction are not usually productive of best results. The principal who is just "filling" the office, but avoiding responsibility as far as possible, calls his subordinates together once a week, perhaps, ostensibly to give them some general instructions but really to unload as much of his own responsibility upon them as possible. The calling together of a corps of teachers in this manner as often as once a week is highly to be commended as are also the general instructions for the coming week, but when any teacher, principal, or school officer, endeavors to shift responsibility

Education—The Old and the New

or in any way to shirk duty, and continues the habit, he or she should be discharged from the service as soon as it is possible to do so without injury to the educational work. This last provision is made because the writer has known of cases where the discharge was summary when pupils whose tendency was toward inciting mutiny and insubordination generally, made difficulty for the successor of the delinquent. On the other hand, he has known of instances where the Board of Education has deemed it expedient to permit such delinquents to retain office to the end of the year that the would-be mutineers might not derive encouragement from their action. Both these extremes should be avoided.

There is another type of principal who seems to feel the full burden of responsibility resting not only upon himself but

Education—The Old and the New

also upon each of his subordinates. He is therefore arbitrary and despotic in the administration of his work. He governs his subordinate teachers with military precision, allowing them to exert no personal influence over their pupils; because he has done all the planning for the teachers and they must teach precisely as he directs. Such a principal is an extremist and, on this account, is most likely to be a promoter of some hobby upon which he is experimenting at the pecuniary expense of the people, while he is entailing a more serious expense upon the future welfare of the pupils. Such a supercilious responsibility-bearer should have his burden removed as early as propriety will permit; and should be allowed to remain unburdened for the rest of his natural life. He is of the class of persons who are unfit to be

Education—The Old and the New

“dressed in a little brief authority.”

The principal should endeavor to find and to practice the happy mean between these two extremes.

A fraternal feeling of mutual responsibility should exist between the principal and all his subordinate teachers. While the principal should carefully superintend the work of the entire school and give advice to subordinates where needed, he should encourage each teacher to plan and to execute such plans for himself or herself as best individual wisdom may dictate, throwing into the work as much personal enthusiasm as possible.

The pupils should not get the impression that the only power for school government is vested in the principal although this may be legally true. The principal should, at all times, keep the idea before the pupils that they owe due respect and

Education—The Old and the New

obedience to the teacher who is instructing them and that he is ready and willing to support the teachers in the administration of their authority. This phase of the proper relationship that should exist between the principal and subordinates is here emphasized because of the evident attitude of some principals whom the writer has known, whose every bearing seemed to mean to both subordinate teachers and to pupils, though not in spoken words but just as plainly, the expression so familiar on the playgrounds, "I am IT."

But perhaps as this egotist has already been sufficiently disposed of it may be well to drop him from the discussion as he should have been dropped long ago from the roll of public educators.

Cooperation in the best sense on the part of all who hold any official position in the schools is the only "safe and sane"

Education—The Old and the New

and practical way to obtain ideal results in the training of our children and youth for good citizenship and general efficiency in life. Hence the importance of its promotion in every practical way.

NOTE—Since writing the foregoing chapter I have read Perry's "How to Manage a City School." His excellent treatment of the subject has made this chapter seem poor in comparison but, "It is easy to find fault." So as this chapter is the easiest part of the topic I have concluded to let it remain as it is. "What is writ is writ." This is not an exact quotation from Pontius Pilate nor does it seem necessary here to give credit to the author of it.

I would most earnestly recommend a careful study of Mr. Perry's work to all teachers and school officers; though it is chiefly intended as a guide to the principals of the public schools.

CHAPTER XXIX.

SPECIAL QUALIFICATIONS. RULES FOR TEACHERS.

1. Above all pecuniary or other considerations, aim to promote the best interests of your country.

2. Study, not to gratify your ambition to make a great reputation, but rather to ascertain what you can do to promote the welfare of the children placed under your care.

3. Be not content with a sort of general psychological investigation in estimating the capabilities of your pupils as a mass, but remember that each individual is entitled to special consideration.

4. Be systematic. Do not permit interruptions during recitations.

Education—The Old and the New

5. Be punctual yourself. Require promptness on the part of your pupils.

COMMENTS ON THE FOREGOING.

1. Rereference has been made to inculcating patriotism among pupils. That there may be no misunderstanding of what is meant by the writer in the use of this term it is but just and proper to say that no lover of his country need be exhorted to observe the first of the foregoing rules. It should be stated further that the unpatriotic should never enter the schoolroom as teachers. Some explanation as to what is meant by patriotism may be appropriate too. While we love our flag, it is not because we are worshiping the cloth and the emblems upon it. What we revere is, what they represent to us. Some people manifest their patriotism by living sober, law abiding lives, and thus contributing by

Education—The Old and the New

their example to good citizenship. Those who are bidding for votes for office give their energies to spread-eagle oratory. Still others exhibit their patriotism by burning much powder at the expense of, not only themselves, but also of others whose lives and property are jeopardized and often injured or destroyed by their folly. This conduct is not indulged in for the promotion of the best interests of humanity but to gratify their own savage instincts. They may not be willing to admit that such is the case but if they will carefully and impartially analyze their motives they will find it even so. Some people may call such exhibitions, innocent amusements, some may go so far as to regard them as real patriotism; but the true patriot is one who loves his country so well that he is willing to deny himself of many things of a selfish char-

Education—The Old and the New

acter that he may promote the general welfare of his countrymen. Neither is the desire to shed the blood of the enemies of our country *all* there is of patriotism. The true patriot is more cosmopolitan than to limit his love for mankind to national boundary lines.

2. Some teachers imagine that because of their having become qualified in a legal sense to teach that this is sufficient for all future work; whereas the teacher should never cease to be a student. What has been obtained through college or normal school furnishes just the discipline for further effective study. These qualifications are *but the means* to be wisely adapted to the accomplishment of *ends* upon which depend the upbuilding of the true civilization of the race.

Further and more particularly for the promotion of the habit of study,

Education—The Old and the New

introspection should not be neglected.

3. It is well to generalize, but he who loves his fellow man as himself, will carry upon his heart the desire for the welfare of each child under his immediate care and study faithfully the characteristics of the mind as well as the bodily conditions of each individual. It may be objected that this is impossible on account of lack of time. This may be true, to a certain extent, as our educational system is now constituted, but if the needs of the child can be best promoted by such further care, let it be done even if a greater number of teachers are required for the work. What is most needed at the present time is more individual attention to the pupil. It is high time in this enlightened age to recognize the fact that pupils are not like so many peas in a shell, so nearly the same that an inflexible curriculum and method of grad-

Education—The Old and the New

ing should apply to all alike. Happily in many places this is being realized.

4. In the fourth place, it may be said that much has been accomplished in the last century by systemizing school work. Still some kind-hearted teachers who do not intend to deviate from the program, allow themselves to be interrupted while busy with a reciting class by pupils who are not reciting but who wish to ask questions irrelevant to the subject being discussed in the recitation. A place in the program should be provided for such requests from individual pupils when this, and nothing else, should be in order. The writer has sometimes found when asked for information by an individual pupil that when assigning the lesson inquired about, he had unintentionally omitted to give sufficient directions in regard to the method of study required. (See in-

Education—The Old and the New

stance related in Chap. VII.) He has found it most expedient in such cases to call the class to the blackboard and to supply the needed information, including, of course, the answer to the question asked by the individual pupil.

In schools where the asking of questions is not made systematic, pupils sometimes cross the room ostensibly for information but really from idle curiosity. To illustrate:

The writer was visiting in an official capacity a school in a rural district and observed that the pupils crossed the room very frequently and asked the teacher to pronounce words for them. Because convinced that the real object for crossing the room was to get a better view of the visitor, he examined one of the number. She like others had taken a circuitous route to and from the teacher that she might have a better opportunity to

Education—The Old and the New

stare at the visitor. As she passed the writer on her return to her seat he asked her how the teacher pronounced the word. She did not know nor could she remember what word she had wished pronounced. By a little tact in the management of such pupils these abuses of privilege are easily ended.

Interruptions by pupils requesting to leave the room should always be in order. The writer has had a fixed regulation that the pupils making this request should remain at the close of the afternoon session to be interviewed by the teacher or the principal or by both as to the cause of such request. This plan has had the desired effect always; for the pupil dislikes being detained after school sufficiently so that he is very careful not to ask to leave the room on a trivial matter like endeavoring to meet a pupil from another room.

5. *Be prompt yourself and exact prompt-*

Education—The Old and the New

ness from every pupil, is a rule requiring but little comment, but its observance is absolutely necessary to success. For the teacher, promptness in the use of the program, promptness in attending to delinquencies of all kinds, and promptness in the opening and the closing of sessions are absolutely necessary. The teacher should be at her desk before the time expires for opening. A half hour in the city and an hour in the rural districts before the opening of the morning session should find the teacher at her desk and the principal in his office. There are many reasons for this precaution which a little experience will make manifest. A special reason for punctuality on the part of the teacher is that he must be a good example to his pupils or the school will fail to be a success both in order and in the progress of the school work.

CHAPTER XXX.

SUMMARY.

The writer is optimistic enough to believe that the future will develop improvement in curricula, in the general management of schools, in the treatment of so-called incapables, and in the improvement of citizenship, through our public schools, so that we shall reach the ideal educational system so much desired by the true teacher and the philanthropist. His reason for this optimism is that during his life he has observed so many wonderful changes for the better and has such confidence in the patriotic character of our present educators that it is reasonable to expect much greater progress in the future than there has been in the past, for our

Education—The Old and the New

present leaders of public sentiment are better educated than were their predecessors who have wrought these wonderful improvements, making the future full of promise of even greater things.

In the near future then we may expect more intelligent and systematic care for the physical well-being of the pupils, more attention to a pupil's personal needs, more personal enthusiasm on the part of the teacher in the management of the recitation, a better method of keeping records of each pupil's progress as well as the progress of the school generally; and, best of all, an untrammelled system of promulgating moral and spiritual culture.

A half century's observation and experience in school work leads the writer to believe that his outlook is not merely visionary but is fully as probable as any of the steps taken since the period of the

Education—The Old and the New

"Deestrick Skule," when with whip in hand, at all hours of the day, the "Skule Marster" held despotic sway over trembling urchins, the victims of the tyrant who was in those days "Keeping Skule."

Male pupils were then largely in the majority, for many well meaning but mistaken people thought it unnecessary for girls to attempt to become educated; that it was impossible, indeed, for the "weaker vessel" to obtain an education even by the most persevering efforts. All now has changed so that more girls than boys are graduated from the high schools, and lady teachers are largely in the majority.

Many teachers and other educators know more about the defects in educational work than have yet been noticed by writers on pedagogy. Such educators should become members of associations

Education—The Old and the New

intended to promote improvement in this direction and make their influence felt.

Teachers are especially recommended to become members of the National Education Association and be instrumental in bringing up discussions upon important school topics so that others may contribute their part to all problems connected with bettering humanity by and through the improvement of the schools of our country.

“Let us then be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labor and to wait.”

—*Longfellow.*

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